DOCUMENT RESUME

ED 372 656 FL 800 675

AUTHOR Porter, Catherine; And Others
TITLE Communicative ESL Teaching. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
INSTITUTION Pelavin Associates, Inc., Washington, DC.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE [93]
CONTRACT VN90001001
NOTE 123p.; For related guides, see ED 368 942-949.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Learning; Assignments; Class Activities; Classroom Techniques; *Communicative Competence (Languages); Educational Strategies; *English (Second Language); Instructional Materials; Lesson Plans; Multilevel Classes (Second Language Instruction); Second Language Instruction; Teacher Education; Workshops

ABSTRACT

The guide is one of a series designed to assist adult basic education (ABE) and English-as-a-Second-Language (ESL) instructors, both professionals and volunteers, in developing teaching skills. The materials are intended for a two-workshop series, with activities for participants to accomplish between the sessions, which are scheduled ideally about two months apart. They are also designed to guide workshop leaders in modeling the adult learning principles upon which they are based. This packet addresses the use of the communicative method for ESL instruction. Introductory sections describe the series and the current packet and provide an overview of the workshops' objectives, schedule, and necessary materials. Subsequent sections contain a list of activities to be completed by the leader before the first session, an outline of the first session, trainer notes for the first session, supplementary materials for the trainer, a list of actions to be completed between sessions, an outline of the second workshop, trainer notes and supplementary materials for the second workshop, sample flyers and a participant questionnaire, masters for handouts and transparencies, notes on teaching multilevel classes, and the text of an article, offered as background reading. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 656

NCLE
1118 22nd STREET, N.W.
WASHINGTON, DC 20037

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

COMMUNICATIVE ESL TEACHING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Catherine Porter, Adult Learning Resource Center, Des Plaines, IL
Rose DiGerlando, Adult Learning Resource Center, Des Plaines, IL
Peggy Dean, Adult Learning Resource Center, Des Plaines, IL

Office of Vocational and Adult Education
U.S. Department of Education
ED Contract No. VN90001001
COTR: Bernice Anderson

Pelavin Associates, Inc.
2030 M Street, N.W., Suite 800
Washington, DC 20036
Project Director: Mark A. Kutner

FL 800675

BEST COPY AVAILABLE

Training Packet for
a Two-Session Workshop on

COMMUNICATIVE ESL TEACHING

Study of ABE/ESL Instructor Training Approaches

TABLE OF CONTENTS

INTRODUCTION TO THE ABE/ESL INSTRUCTOR TRAINING SERIES 1

ABOUT THE COMMUNICATIVE ESL TEACHING TRAINING PACKET 3

WORKSHOP OVERVIEW 4
Objectives, Time, and Materials Checklist

BEFORE SESSION ONE 5

WORKSHOP OUTLINE: SESSION ONE 6
Materials, Activities, and Time Allotments

TRAINER NOTES: SESSION ONE 7

I. Introductions/Workshop Overview 7

II. Communicative Language Teaching 8

III. Demonstration: Video Presentation and Follow-up 12

IV. Practice/Application: Guided Lesson Planning 13

V. Interim Task Assignment 14

VI. Session One Evaluation 14

TRAINERS' SUPPLEMENTS 15

BETWEEN SESSIONS 28

WORKSHOP OUTLINE: SESSION TWO 29
Materials, Activities, and Time Allotments

TRAINER NOTES: SESSION TWO 30

I. Introductions/Workshop Overview 30

II. Review of Session One: Communicative ESL Teaching 31

III. Small Group Discussion of Interim Task Assignment 31

IV. Small Group Presentation to the Large Group 32

TABLE OF CONTENTS
(Continued)

V. Reflection on the Workshop Process 32

VI. Session Two Evaluation 33

TRAINERS' SUPPLEMENTS 34

SAMPLE FLYERS AND PARTICIPANT QUESTIONNAIRE 36

HANDOUT MASTERS 41

SESSION ONE

H-1: Communicative ESL Teaching: Session One, Agenda H-1
H-2: Language Learning Questionnaire H-2
H-3: Structural Language Teaching and Communicative Language Teaching H-3-a
Language Teaching, Methods and Approaches H-3-b
H-4: Communicative Competence H-4
H-5: What You Need to Know About Your Students H-5
H-6: ESL Needs Assessment (Sample One) H-6-a
ESL Needs Assessment (Sample Two) H-6-b
ESL Needs Assessment (Sample Three) H-6-c
H-7: Communication Needs of ESL Students H-7
H-8: ESL Lesson Plan: Content H-8
H-9: ESL Teaching Sequence H-9-a,b
H-10: ESL Lesson Plan: Content H-10
H-11: ESL Teaching Sequence Worksheet H-11
H-12: Interim Task Assignment H-12-a
ESL Lesson Plan: Content H-12-b
ESL Teaching Sequence Worksheet H-12-c
ESL Lesson Critique H-12-d,e
Some Acronyms to Know H-12-f
References H-12-g
H-13: Session One Evaluation H-13-a,b

SESSION TWO

H-14: Communicative ESL Teaching: Session Two, Agenda H-14
H-15: Communicative ESL Teaching, Small Group Sharing H-15
H-16: Session Two Evaluation H-16-a,b

TABLE OF CONTENTS
(Continued)

TRANSPARENCY MASTERS 70

SESSION ONE

T-1: Structural Language Teaching and Communicative Language Teaching T-1
T-2: Communicative Competence T-2
T-3: Cartoon T-3
T-4: What You Need to Know About Your Students T-4
T-5: ESL Lesson Plan: Content T-5
T-6: ESL Teaching Sequence T-6-a,b
T-7: ESL Lesson Plan: Content T-7
T-8: ESL Lesson Plan: Content T-8
T-9: ESL Teaching Sequence Worksheet T-9

SESSION TWO

T-10: ESL Teaching Sequence Worksheet T-10
T-11: Reflection on the Workshop Process T-11

MULTILEVEL ESL CLASSES 82

BACKGROUND READING 85

Introduction to
THE ABE/ESL INSTRUCTOR TRAINING SERIES

Scope and Content

The Study of ABE/ESL Training Approaches Project has developed eight training packets to assist ABE and ESL instructors, both professionals and volunteers. Packet topics were selected based on a national review of training content and practices and on recommendations from selected experts representing ABE, ESL, and volunteer programs across the United States.

Packet topics include:

1. The Adult Learner
2. Planning for Instruction
3. Group/Team Learning
4. Monitoring Student Progress
5. Volunteers and Teachers in the Classroom
6. Communicative ESL Teaching
7. Mathematics: Strategic Problem Solving
8. Whole Language Approach

There is no suggested sequence implied in the above listing. Each packet is intended to stand alone. Each encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the two sessions should take place about one month apart. Packets include detailed instructions for workshop leaders and masters for all handouts and transparencies needed in the workshops.

Key Assumptions about Adult Learning

All packets have been designed to guide workshop leaders to model the adult learning principles upon which the packets are based. These principles apply to the training of instructors as well as to educating adult students. Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and they attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning*, i.e., they learn from peers as well as from an instructor.

- they have a *variety* of options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.

- they have an opportunity to apply *theory/information* to practical situations in their own lives.

In accord with these assumptions, each packet employs research-based components of effective training and staff development: *theory, demonstrations, practice, structured feedback,* and *application with follow-up.* Key research findings on these components are:

1. The *theory* that underlies any new practice is a necessary but insufficient component of training.

2. *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.

3. Instructors need to *practice* new approaches in a safe environment and to receive *structured feedback* on their attempts.

4. New approaches need to be *applied* over time in a real situation — preferably ones where continuing feedback and analysis are possible (e.g., peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

We hope you will find that these training packets produce effective, long-term results.

About the
COMMUNICATIVE ESL TEACHING TRAINING PACKET

This training packet employs selected research-based components of effective training and staff development in the following manner:

THEORY: An inductive format is used in presenting theory. This approach requires participants to extract theory from experiential activities rather than memorize theory from a lecture (a deductive format). Through analyzing their own language learning experiences, participants learn about and internalize theory by discussing it with others.

DEMONSTRATION: A video of an adult ESL class combined with focus handouts enable participants to identify and analyze the components of communicative ESL lesson plans presented in the packet.

PRACTICE: During Session One, participants work in small groups to plan a communicative ESL lesson. The trainer then facilitates a group sharing of this lesson.

Between Sessions One and Two, participants have the opportunity to practice identifying student communication needs and planning and teaching communicative ESL lessons.

STRUCTURED FEEDBACK: During Session Two, participants have the opportunity to compare and modify the lessons they have planned and taught at their home sites.

APPLICATION: Finally, participants will be able to plan new communicative ESL lessons that meet their students' needs.

REFLECTION ON WORKSHOP PROCESSES: During the workshop, participants analyze the type of thinking and learning that the workshop activities stimulate. As a result, participants become conscious of the theories and assumptions that underlie and guide communicative ESL teaching.

During these training sessions, "learning by doing" will be the focus. Participants will experience new instructional approaches, and then will reflect upon, analyze, and generalize from their experience. Such learning is more likely to be remembered and used than is rote learning.

About the Participants...

This training packet is designed for persons involved in some aspect of adult ESL instruction — for example, teaching, tutoring, or supervising. It is important for participants to attend <u>both</u> sessions.

WORKSHOP OVERVIEW

Objectives: By the end of Sessions One and Two, participants will be able to:

1) distinguish between structural and communicative approaches to language teaching;

2) conduct an ESL communication needs assessment;

3) develop and teach an ESL lesson based on one of their students' communication needs;

4) critique and modify their lessons based on peer feedback and support.

Time: Total time required for workshop: approximately 8-10 hours:

- Session One: 3 hours
- Interim Activities at Home Sites: approximately 2-4 hours over a one-month period
- Session Two: 3 hours

Materials Checklist: Hardware:

- VHS Player (¾-inch) and Monitor
- Overhead Projector

Software:

- Video
- Packet Handouts
- Packet Transparencies
- Blank Transparencies and Transparency Pens

BEFORE SESSION ONE

The following tasks should be completed *before* Session One of the workshop:

- ☐ **Send out flyers** announcing the workshop series. (See pages 36+ for a sample.)

- ☐ **Send the Participant Questionnaire** (pages 36+) to all persons responding to the flyer. The suggested number of participants for each workshop series is 30 persons.

- ☐ **Tally the results of the Participant Questionnaire.** (This can be done easily on a blank copy of the Participant Questionnaire.) You may want to make a transparency of those results to share with participants. *If the questionnaires indicate that a third or more of the participants are working **primarily** with multilevel ESL classes, see pages 82+ for suggested activities and handouts.*

- ☐ **Arrange for a place** to hold Session One and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating four to six participants each. Arrange for any refreshments that will be available.

- ☐ **Order A/V equipment** (VHS player and monitor; overhead projector.) Before the session begins, check to see that all A/V equipment is working.

- ☐ **Duplicate all handouts for Session One** (H-1 through H-13) and arrange them into packets. Staple those handouts that have more than one page (e.g., staple H-3-a and H-3-b together). By providing one packet of materials to each participant at the start of the workshop, constant handling of materials during the session can be avoided.

- ☐ **Make transparencies** from the transparency masters for Session One (T-1 through T-9).

- ☐ **Read the Trainer Notes for Session One** (pages 7+). Review handouts H-1 through H-13 and transparencies T-1 through T-9.

WORKSHOP OUTLINE
SESSION ONE (THREE HOURS)

MATERIALS	ACTIVITIES	TIME
H-1*	I. Introductions/Workshop Overview • Agenda, Objectives	10 min
	II. Communicative Language Teaching	
H-2	A. Activity: Language Learning Questionnaire	15 min
	B. Presentation: Communicative Language Teaching	15 min
H-3-a, T-1*	• Structural and Communicative Language Teaching	
H-3-b	• Language Teaching: Methods and Approaches	
H-4, T-2	• Communicative Competence	
	C. Presentation: Assessing Communication Needs	15 min
T-3	• Introduction to Needs Assessment (Cartoon)	
H-5, T-4	• What You Need to Know About Your Students	
H-6	• Sample ESL Needs Assessments	
H-7	D. Small Group Application: Communication Needs	20 min
	E. Presentation: Communicative Lesson Planning	10 min
H-8, T-5	• ESL Lesson Plan: Content	
H-9, T-6	• ESL Teaching Sequence	
	BREAK	15 min
	III. Demonstration • Introduction to Video	40 min
Video	• Video	
H-8, T-7	• Small Group Discussion/Large Group Sharing	
H-9, T-6		
H-9	IV. Practice/Application: Guided Lesson Planning	30 min
H-10, T-8	• ESL Lesson Plan: Content	
H-11, T-9	• ESL Lesson Plan: Teaching Sequence	
	V. Interim Task Assignment	5 min
H-12	• Distribution of Interim Task Assignment and Explanation of Task	
H-13	VI. Session One Evaluation	5 min

* "H" = "Handout," "T" = "Transparency"

TRAINER NOTES: SESSION ONE

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

REGARDING TRAINING PREPARATION: Before reading through these notes, read the article included as background information ("Communicative Language Teaching: State of the Art") on pages 85+. If you feel participants would benefit from reading this article, duplicate it and include it in the Interim Task Assignment Packet (Handout 12).

Refer to the Workshop Outline on the previous page as you go through these notes.

MATERIALS

I. Introductions/Workshop Overview (10 minutes)

Have participants introduce themselves one by one to the large group by stating their name, program, and type/level of English they are currently teaching. Be sure to move the group along, having each participant speak only a few moments. The purpose of the introductions is to make the participants feel comfortable and to give them a sense of who the other participants are. (If all participants know one another, omit the introductions.)

H-1* Direct participants' attention to Handout 1 (H-1). Go over the agenda and the session objectives. Answer any questions.

* "H" = "Handout," "T" = "Transparency"

II. Communicative Language Teaching (75 minutes total)

A. Activity: Language Learning Questionnaire (15 minutes)

H-2

Direct participants' attention to H-2. Explain that they will use this form to analyze their own foreign or second language learning experiences. Have them fill this out individually (allow five minutes). Then have participants share their experiences with those at their table (allow 10 minutes).

B. Presentation: Communicative Language Teaching (15 minutes)

H-2

The purpose of the Language Learning Questionnaire is to make participants aware that language teaching methodology falls generally into two categories: **structural** (teaching students about the language) and **communicative** (teaching students to use the language). To make this point, tell of your experience (or the experience of someone you know) who studied a foreign language through a structural approach without learning how to use the language for communication. (If you or someone you know has not had such an experience, ask the group, "Has anyone here studied a foreign language without learning to use the language for communication?" Have the volunteer tell of his/her experience.)

The odd-numbered statements on H-2 are typical of structural language teaching approaches, while the even-numbered statements are typical of communicative approaches to language teaching. Ask for a show of hands as to how many participants checked "Yes" for primarily odd-numbered statements (structural approach) and how many checked "Yes" for primarily even-numbered statements (communicative approach).

H-3-a, T-1*

Direct participants' attention to H-3-a. Project Transparency 1 (T-1) on the overhead projector. Guide participants through this handout by underlining key words and phrases with a colored transparency marker. Stress that most adult language learners benefit from an eclectic approach combining elements of both structural and communicative approaches. That is, a strictly structural approach (which does not teach students to communicate) or a strictly communicative approach (which does not focus on correction of grammatical errors) is generally not conducive to language acquisition.

H-3-b

Direct participants' attention to H-3-b. This handout details various language teaching methodologies popular today. Explain that this handout is provided as background information for participants; do not dwell on this handout.

* "H" = "Handout," "T" = "Transparency"

H-4, T-2

Direct participants' attention to H-4. Project T-2 on the overhead projector. This handout defines **communicative competence** — the ability to communicate. Explain that adult language learners need to develop all four areas of communicative competence. Briefly highlight each of the four areas of competence, possibly by underlining the underlined words with a colored transparency pen.

The example on the bottom of the page illustrates the difference between linguistic and sociolinguistic competence. While Maria's response to Anne's question is linguistically competent (that is, Maria's grammar, vocabulary, and pronunciation are correct), it is not sociolinguistically competent (that is, her response is not socially appropriate). Maria fails to understand that the social use of the question asked by Anne is a polite request for assistance.

Stress that adult language learners need to develop linguistic, sociolinguistic, discourse, and strategic competence — linguistic competence alone is not enough.

C. Presentation: Assessing Communication Needs (15 minutes)

T-3

Project T-3 on the overhead projector. Ask participants, "What's wrong with this picture?" Answers should indicate that the ESL instructional materials the adult learner is using appear to be completely unrelated to his actual language needs in English. Stress the importance of getting to know one's adult students and assessing their language needs in order to avoid this kind of mismatch between students' actual communication needs and the instructional materials used.

H-5, T-4

Direct participants' attention to H-5. Project T-4 on the overhead projector. Focus first on the top part of the handout, "What You Need to Know About Your Students." Elicit ideas from the large group and write them on T-4. If the group is slow to respond, write a few of the ideas listed on page 16. Brainstorm with the large group for about 5 minutes. If there are ideas on page 16 that the participants fail to mention, write them on T-4.

Focus next on the bottom part of the handout, "Suggested Means for Gathering Student Information." Ask participants HOW they gather information about their students. Write their ideas on T-4. As you did above, brainstorm for about 5 minutes. If there are ideas on page 16 that the participants fail to mention, write them on T-4.

H-6

Direct participants' attention to H-6 (3 pages). Explain that these are samples of ESL needs assessments designed for use with adult learners. Samples 1 and 2 are situational needs assessments; Sample 1 is designed for literate students while Sample 2 is designed for

nonliterate learners. Sample 3 is a more academic needs assessment. Tell participants that conducting a needs assessment such as one of these will be part of their interim task assignment.

> At this point, you should be about 55 minutes — just short of an hour — into the workshop. If fewer than 55 minutes have elapsed, have participants share their experiences of conducting needs assessments such as these. If about 55 minutes have elapsed, go directly to the next activity.

D. Small Group Application: Communication Needs (20 minutes)

H-7

Direct participants' attention to H-7. The purpose of this handout is to have participants work in small groups to identify frequent and emergency communication needs of their adult students. Go over the two examples. Then allow groups about 10 minutes to identify (by topic and function) three frequent and three emergency communication needs they know their students to have. Have them write the topics and functions of the needs they identify on H-7.

Blank Transparency, Board, or Newsprint

Facilitate feedback from the groups. Working first with frequent needs for English, ask each group for <u>one</u> frequent communication need. Write the <u>topic only</u> of each function on a blank transparency, on the blackboard, or on newsprint (writing all the functions is time consuming and unnecessary). Continue asking each group for one communication need until all the needs have been elicited. Repeat the procedure with emergency needs. (See pages 17-18 for examples of topics and functions.)

> It is possible that participants will identify as communication needs such language skills as *listening, speaking, reading* or *writing* — or such support skills as *grammar, vocabulary,* or *pronunciation.* If this occurs, ask them, "What do your students need speaking <u>for</u>? What do they need vocabulary <u>for</u>?" This will focus them away from thinking about discrete language skills and get them thinking about what their students need to learn <u>to do</u> with the language.

Not all communicative functions are directly tied to life skill topics. Page 19 gives examples of communicative functions identified by the Council of Europe for use in developing ESL curricula. This list includes the emotional atmosphere, syntax demands, and ESL teaching level for each function.

If you feel it would benefit the workshop participants, make copies of "Examples of Topics and Functions" (pages 17-18) and "A Selection of Language Functions for an ESL Curriculum" (page 19) before the session and distribute them at this point in the workshop.

E. Presentation: Communicative Lesson Planning (10 minutes)

Explain that once students' communication needs have been identified, teachers can plan lessons based on those needs. Every lesson plan has two parts: the WHAT of the lesson (the content) and the HOW of the lesson (the sequence of instructional activities).

H-8, T-5

Direct participants' attention to H-8. Project T-5 on the overhead projector. This part of the lesson plan deals with the WHAT (with the content) of the lesson. Using a projector pen, write "Calling 911 (or the fire department) and reporting a fire" on T-5 after "COMMUNICATIVE FUNCTION." Ask the group for suggestions on filling out the rest of the page and write their responses on T-5. (See the completed example on page 20.)

T-5

As you elicit the lesson plan from the group and write their responses on T-5, stress that any one lesson plan may cover only certain of the skill areas; it is not necessary for every lesson to have listening, speaking, reading, and writing components. Nor will every lesson have explicit grammar or pronunciation components. The communicative function determines the content of a lesson.

H-9

Explain that after determining the content of the lesson, it is time to plan HOW to teach this particular content. Direct participants' attention to H-9, the "ESL Teaching Sequence." ESL lessons generally follow the four phases outlined in the teaching sequence: 1) PRESENTATION, 2) PRACTICE, 3) APPLICATION, and 4) REVIEW/RETEACH.

T-6-a, T-6-b

Project T-6-a on the overhead projector. Focusing first on PRESENTATION, very briefly go over each of the ways through which content can be presented. Explain that once students have demonstrated understanding, the instructor can move on to PRACTICE. Go over the ways through which content can be practiced. Then project T-6-b and do the same for APPLICATION.

Inform participants that after the break they will have the opportunity to look for each of these components in a lesson they will watch on videotape.

> At this point, you should be about 85 minutes — just short of an hour and a half — into the workshop. If fewer than 85 minutes have elapsed, elicit other ways in which content can be presented, practiced, and applied and write the suggestions on the lines after "Other." If about 85 minutes have elapsed, go directly to the break.

B R E A K (15 minutes)

III. Demonstration: Video Presentation and Follow Up (40 minutes)

> The suggested video is:
>
> K. Lynn Savage, Editor. 1992. *Teacher Training Through Video: Early Production.* White Plains, NY: Longman Publishing Group.
>
> This video shows a beginning-level class engaged in a communicative ESL lesson. It very clearly demonstrates the four phases of the ESL Teaching Sequence: Presentation, Practice, Application, and Review/Reteach. Teachers and volunteers of all levels of ESL students will benefit from seeing the ESL Teaching Sequence so clearly delineated.

H-8, H-9 — Before showing the video, ask participants to pay attention to two things as they watch the video: 1) WHAT is taught in the lesson and 2) HOW the content is presented. They can use H-8 and H-9 to take notes during the video if they wish.

Video — Show the video through once without stopping. Have participants work in small groups to complete two tasks: 1) fill out H-8 (ESL Lesson Plan: Content) for the lesson they have just seen, and 2) use H-9 (ESL Teaching Sequence) to check off the activities they saw in the videotaped lesson. Allow 10-15 minutes for small group work.

T-7 — Facilitate a large group sharing of the work done by the small groups. Project T-7 on the overhead projector. Have volunteers tell you what their group wrote on H-8 and fill out the transparency as they tell you. (See the completed example on page 21.)

T-6 — Next, project T-6-a on the overhead projector. Looking first at PRESENTATION, have volunteers tell you what their group saw on the videotape and check off those activities on the transparency. Continue for PRACTICE. Then project T-6-b and do the same for

APPLICATION and RETEACH/REVIEW. (See the completed example on pages 22-23.)

IV. Practice/Application: Guided Lesson Planning (30 minutes)

During this portion of the workshop, you will facilitate small groups in developing a lesson plan based on one of two communicative functions. Ask the group whether they prefer to plan a lesson on the function "Calling in sick to one's employer" or "Calling the school to report that one's child is sick." Ask for a show of hands to choose the function.

H-10, T-8

Direct participants' attention to H-10 (ESL Lesson Plan: Content). Project T-8 on the overhead projector. Under "Communicative Function," write either "Calling in sick to one's employer" or "Calling the school to report that one's child is sick." Have participants copy the function onto H-10. Ask the participants what the content of this lesson might be and write their suggestions on the transparency. (See the completed examples on pages 24 and 26.)

> The following notes indicate that the next sequence of activities (the development of a typical lesson) is to be completed in small groups. If time is running short, the small group work can be eliminated and the lesson can instead be developed as a large group activity.

H-11, H-9

Direct participants' attention to H-11. Using H-9 as a guide, have participants work in small groups to fill out the PRESENTATION portion of H-11. Allow about 5 minutes.

T-9

Project T-9 on the overhead projector. Ask for feedback from each group, writing their suggestions on the transparency. If participants make errors (for example, if they suggest activities for PRESENTATION that belong more appropriately under PRACTICE or APPLICATION), write the activities in the most appropriate box. (See the completed examples on pages 25 and 27.)

H-11, H-9

Have participants work in small groups to fill out the PRACTICE and the APPLICATION portions of H-11 (allow about 10 minutes). Before they begin, remind participants that PRACTICE activities are teacher directed while APPLICATION activities are student initiated. Again, have participants use H-9 as a guide. By working on these two phases of the lesson simultaneously, participants can more clearly see the difference between the PRACTICE and the APPLICATION phases of ESL lessons. Point out that there is, however, some overlap between the two categories.

T-9

Project T-9 on the overhead projector once again. Ask for feedback from each group and write their suggestions on the transparency. If participants make errors (for example, if they suggest activities for PRACTICE that belong more appropriately under APPLICATION, or vice-versa), write the activities in the most appropriate box. (See the completed examples on pages 25 and 27.)

> At this point, you should have about 10 minutes left in the workshop. If more than 10 minutes remain, elicit ideas for REVIEW/RETEACH from the group (review activities often serve as the warm-up at the beginning of the next class session). If about ten minutes remain, go directly to the interim task assignment.

V. Interim Task Assignment (5 minutes)

H-12

Direct participants' attention to H-12, the seven-page task assignment packet. Go over the instructions on the first page and make sure all participants know what is expected of them. Answer any questions. Remind the participants of the date and time of Session Two.

H-13

VI. Session One Evaluation (5 minutes)

Direct participants' attention to H-13, the evaluation of Session One. Ask participants to complete the evaluation.

TRAINERS' SUPPLEMENTS

WHAT YOU NEED TO KNOW ABOUT YOUR STUDENTS

* age
* number of years of schooling in native country
* high school diploma, college degree
* marital status
* children
* employment in native country
* employment in United States
* goals: career
  educational
  personal
* previous ESL instruction
* other languages spoken

SUGGESTED MEANS OF GATHERING STUDENT INFORMATION

* student registration forms
* get-acquainted activities
* student writing
* asking questions

EXAMPLES OF TOPICS AND FUNCTIONS

TOPICS	POSSIBLE FUNCTIONS (COMPETENCIES)
Personal Information	Responding to basic questions about name, country of origin, address, age, birthdate, and marital status.
	Describing own personal characteristics, including height, weight, color of hair, eyes.
Social Language	Giving and responding to simple greetings and farewells.
	Introducing oneself and others.
Community Services	Asking for stamps at the post office.
	Calling child's school to report an absence.
Employment	Describing previous occupations at a job interview.
	Asking for permission to leave work early or to be excused from work.
Health	Following simple instructions during a medical exam (Open your mouth; take off your shirt; take a deep breath.)
	Describing major illnesses or injuries.
Housing	Reporting basic household problems; requesting repairs.
	Asking for information about housing, including location, number of and types of rooms, rent, deposit, and utilities.
Shopping (includes food, clothing)	Asking the price of food, clothing, or other items in a store.
	Ordering food at a restaurant.

TOPICS	POSSIBLE FUNCTIONS (COMPETENCIES)
Transportation/ Directions	Asking for information about the location of a place.
	Following directions to locate a place.
Banking	Asking to cash a check or money order.
	Asking to open a bank account.
Clarification	Expressing a lack of understanding.
	Asking someone to speak slowly or to repeat.
Telephone	Requesting to speak to someone on the phone.
	Taking a short telephone message.

For a complete list, see the source from which this list was adapted: *Mainstream English Language Training Project (MELT) Resource Package,* U.S. Department of Health and Human Services, Social Security Administration, Office of Refugee Resettlement, March 1985.

A SELECTION OF LANGUAGE FUNCTIONS FOR AN ESL CURRICULUM*

The Council of Europe developed the following categories for language functions: imparting and seeking factual information (FI), expressing and finding out intellectual attitudes (IA), expressing and finding out emotional attitudes (EA), expressing and finding out moral attitudes (MA), getting things done (suasion) (SUA), and socializing (SOC). Each function is described by the type of atmosphere in which it would occur (neutral, positive or negative) as well as the level of difficulty for the learner (low, medium or high). Finally, the appropriate level of instruction is indicated (beginning, intermediate of advanced). The following is a partial list.

FUNCTION	COUNCIL OF EUROPE CATEGORY	EMOTIONAL ATMOSPHERE	SYNTAX DEMANDS	ESL TEACHING LEVELS
Talking about one's abilities	FI	Neu	Low	B
Giving advice	SUA	Neu	Mid	A
Expressing agreement	IA	Pos	Low	I
Apologizing	EA	Neg	Mid	B
Compromising	IA	Neu	High	A
Complaining	EA	Neg	Low	I
Expressing disagreement	IA	Neg	Mid	I
Greeting	SOC	Pos	Low	B
Introducing oneself and others	SOC	Neu	Low	B
Responding to introductions	SOC	Neu	Low	B
Asking for permission	IA	Neu	Mid	I

(Neu) Neutral; (Pos) Positive; (Neg) Negative
(B) Beginning; (I) Intermediate; (A) Advanced

* Adapted from a list developed by Jean W. Bodman for Columbia Teachers College, July 1986.

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION: Calling 911 (or the fire department) and reporting a fire

SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☒ **Listening:** • Understanding questions: What's the address? Who is in the house/apartment?	☒ **Vocabulary:** emergency name/address house/apartment fire burning smoke injury	• Realia: Telephones • Commercial: Drawings from ESL textbooks of various emergency situations • Teacher-Made: Dialogues to go with each drawing • Community Resources: Contact local fire department for written materials and/or possible guest speaker.
☒ **Speaking:** • State name, address, problem • Give address (and possibly spell street name)		
☐ **Reading:**	☒ **Grammar:** WH-questions (what, who, where)	
☐ **Writing:**	☒ **Pronunciation:** Spelling street name and possibly own name ("3015 Villa Street, V-I-L-L-A")	

Communication Strategies: 1) Asking to speak to a translator. 2) Asking for clarification (e.g., asking the operator to repeat or to speak more slowly).

BEST COPY AVAILABLE

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION: Describing problems in clothing

SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☒ Listening: Understand the clothing problems.	☒ Vocabulary: • names of clothes (review) • names of problems in clothes (10 new vocabulary items)	Realia: • clothes with different problems Teacher-Made Materials: • pictures of clothing problems • sight-word flashcards of clothing problems • grid game • in-class worksheet (No commercial materials used)
☒ Speaking: Describe the clothing problems.		
☒ Reading: Sight words and phrases	☐ Grammar: (no grammar focus)	
☒ Writing: In-class worksheet (copying the correct problem under the picture).	☐ Pronunciation: (no pronunciation focus)	

Communication Strategies: Not directly taught by the teacher; however, students use clarification skills (as they work in pairs on the grid game).

ESL TEACHING SEQUENCE

(Warm-Up, Review) Introduce the lesson; review names of clothes.

I. PRESENTATION (ESTABLISH MEANING/PROVIDE COMPREHENSIBLE INPUT)

Through: ✓Realia (clothes)

✓Illustrations (pictures of clothing with problems)

✓Actions

Written Materials (the written word is presented in Phase 2: Practice.)

Translation

Other: _____

_____

Check for Understanding Through: Following Directions

✓Oral Responses

II. PRACTICE
Teacher Directed

Through: ✓Listening/Speaking Drills

✓Questions/Answers (3 kinds of questions)

✓TPR (Total Physical Response) (put pictures on board)

✓Other: Trying on clothes

_____

On-Going Evaluation/Correction

- yes - No Cards
- Following Directions (TPR)

ESL TEACHING SEQUENCE, Continued

III. APPLICATION (PURPOSEFUL STUDENT COMMUNICATION)
Student Initiated

Through: Role Play

✓Games grid game (in pairs)

Community Assignments

✓Other: look at home for clothing with problems

Evaluate Application Through: ✓Supervised Activities

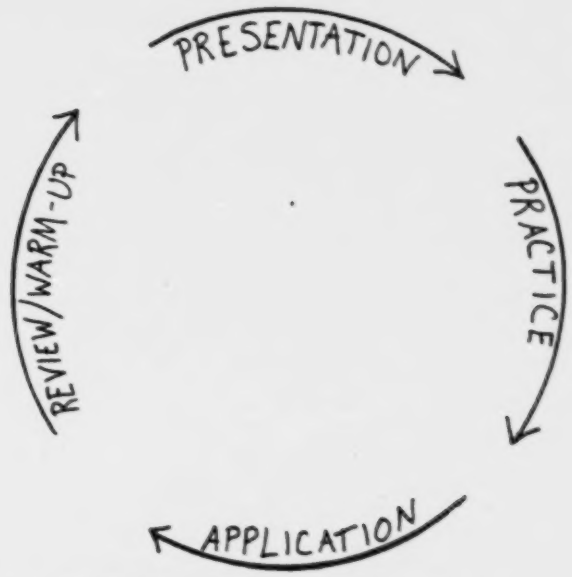
Student Self-Appraisals

Quizzes

IV. REVIEW, RETEACH

The next class, use clothes students bring to class for a review activity

The ESL Teaching Sequence is an on-going process:



ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION: Calling in sick to one's employer.

SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☒ **Listening:** • Understanding questions: What's the problem? When will you return to work? (Can I take a message) • Understanding other common telephone phrases	☒ **Vocabulary:** name job title / department supervisor common illnesses (I have the flu, etc.) common telephone phrases (e.g., "just a minute") time expressions (I'll be back on Friday.)	• Realia: Telephones • Commercial: Drawings or photos from ESL textbooks showing sick worker in bed making a phone call. • Teacher-Made: Dialogue to go with photo (Can be tape recorded if desired)
☒ **Speaking:** • State name (spell if necessary) and job/department • Ask to speak to supervisor • Describe problem		
☐ **Reading:**	☒ **Grammar:** • WH-questions (what, when, who) • Future tense	
☐ **Writing:**	☒ **Pronunciation:** Spelling name ("This is Vongsay, V-O-N-G-S-A-Y.")	

Communication Strategies: Asking for clarification (e.g., asking the other speaker to repeat or to speak more slowly).

ESL TEACHING SEQUENCE WORKSHEET

COMMUNICATIVE FUNCTION: *Calling in sick to one's employer*

	MATERIALS
I. PRESENTATION (Establish situation and identify vocabulary.) • Show photo. Ask students to identify situation in photo. • Have students listen to dialogue.	• Photograph/drawing of sick worker in bed making a phone call • Taped dialogue
II. PRACTICE (Gain command of vocabulary and phrases) • Have students repeat dialogue after teacher. • Teacher/students take alternating parts of dialogue	Dialogue written on blackboard & handout.
III. APPLICATION (Apply learning to students' own lives) • Have students work in pairs on the dialogue. • Have students role play additional dialogues reflecting their own job situations. • Have students present role plays to class using telephones.	• Dialogue written on blackboard & handout • Student-produced dialogues • Telephones
IV. REVIEW, RETEACH • Review dialogue at the next class. • Find out if any students used the lesson in calling their employers; have students report what happened.	

ESL TEACHING SEQUENCE WORKSHEET

COMMUNICATIVE FUNCTION: Calling the school to report that one's child is sick

	MATERIALS
I. PRESENTATION (Establish situation and identify vocabulary) • Show photo. Ask students to identify situation in photo. • Have students listen to dialogue.	• Photograph/drawing of sick child in bed with parent taking temperature • Taped dialogue
II. PRACTICE (Gain command of vocabulary and phrases) • Have students repeat dialogue after teacher • Teacher/students take alternating parts of dialogue	Dialogue written on blackboard or handout
III. APPLICATION (Apply learning to students' own lives) • Have students work in pairs on the dialogue. • Have students role play additional dialogues reflecting their own situations. • Have students present role plays to class using telephones.	• Dialogue written on blackboard or handout • Student-produced dialogues • Telephones
IV. REVIEW, RETEACH • Review dialogue at the next class. • Find out if any students used the lesson in calling their child's school; have students report what happened.	

BEST COPY AVAILABLE

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION: Calling the school to report that one's child is sick.

SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☒ Listening: • Understanding questions: Who is your child's teacher? What's the problem? When will your child return to school? • Understanding other common telephone phrases	☒ Vocabulary: name/child's name grade/room number teacher's name common illnesses ("He has the flu," etc.) common telephone phrases (e.g., "just a minute.") time expressions ("He'll be in class on Friday.")	• Realia: Telephones • Commercial: Drawings or photos from ESL textbooks showing sick child in bed with parent taking temperature • Teacher-Made: Dialogue to go with photo (Can be tape recorded if desired)
☒ Speaking: • State name/child's name (spell if necessary) • State child's grade/teacher's name • Describe problem		
☐ Reading:	☒ Grammar: • WH-questions (what, when, who) • Present tense • Future tense	
☐ Writing:	☒ Pronunciation: Spelling name/child's name/teacher's name ("This is Mrs. Nguyen, N-G-U-Y-E-N.")	

Communication Strategies: Asking for clarification (e.g., asking the other speaker to repeat or to speak more slowly).

BETWEEN SESSIONS

The following tasks should be completed *before* Session Two of the workshop:

☐ **Send out reminder flyers of Session Two** to Session One participants only (see page 36+). This notice should remind participants to bring their handout packets from Session One with them to Session Two, especially their interim task assignment packet (Handout 12).

☐ **Arrange for a place** to hold Session Two and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating four to six participants each. Arrange for any refreshments that will be available.

☐ **Order A/V equipment** (VHS player and monitor; overhead projector.) Before the session begins, check to see that all A/V equipment is working.

☐ **Duplicate all handouts for Session Two** (H-14 through H-16) and arrange them into packets. Staple those handouts that have more than one page (e.g., staple H-16-a and H-16-b together). Duplicate a few extra sets of the interim task assignment packet (H-12) from Session One for those participants who forget to bring theirs to Session Two.

☐ **Prepare transparencies for Session Two** (T-1 from Session One will be used for review). Make enough copies of T-10 for at least one per group. Have two transparency markers available for each group.

☐ **Read the Trainer's Notes for Session Two** (pages 30+). Review handouts H-14 through H-16 and transparencies T-1, T-10, and T-11.

WORKSHOP OUTLINE
SESSION TWO (THREE HOURS)

MATERIALS	ACTIVITIES	TIME
H-14*	I. Introductions/Workshop Overview • Agenda, Objectives	15 min
H-3, T-1* Video	II. Review of Session One • Communicative ESL Teaching • Video (Repeat of Session One) • Large Group Discussion/Reflection	30 min
H-12 H-15, T-10	III. Small Group Discussion of Interim Task Assignment	60 min
	BREAK	15 min
T-10 (group-made transparencies)	IV. Small Group Presentations to the Large Group	40 min
T-11	V. Reflection on the Workshop Process	15 min
H-16	VI. Session Two Evaluation	5 min

* "H" = "Handout," "T" = "Transparency"

TRAINER NOTES: SESSION TWO

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

REGARDING TRAINING PREPARATION: Before reading through these notes, read the article included as background information ("Communicative Language Teaching: State of the Art") on pages 85+. If you feel participants would benefit from reading this article, duplicate it and include it in the Interim Task Assignment Packet (Handout 12).

Refer to the Workshop Outline on the previous page as you go through these notes.

MATERIALS

I. Introductions/Workshop Overview (15 minutes)

Ideally, all participants in Session Two will have taken part in Session One. However, if there are any newcomers to the group, have all participants (old and new) introduce themselves one by one to the large group by stating their name, program, and type/level of English they are currently teaching. Be sure to move the group along, having each participant speak only a few moments. The purpose of the introductions is to give you an overview of any newcomers' levels of experience and areas of teaching and to give all participants a sense of who the other participants are. (If all participants know one another, omit the introductions.)

H-14* Direct participants' attention to H-14. Go over the agenda and the session objectives. Answer any questions.

II. Review of Session One: Communicative ESL Teaching (30 minutes)

The purpose of this portion of the workshop is to review the concept of communicative ESL teaching.

H-3, T-1* Direct participants' attention to H-3, "Structural Language Teaching and Communicative Language Teaching" from Session One. Project T-1 on the overhead projector. Briefly review the differences between structural and communicative approaches to language teaching.

Video Before showing the video again, ask participants to look for details they may have missed when they viewed the video at Session One. Ask them also to think about this question as they watch the video: "In what ways does this lesson reflect communicative ESL teaching?" (This question can be written on a blank transparency, newsprint, or board if desired.) Show the video through once.

After the video, facilitate a brief large group discussion. Begin by asking for any comments. Then ask the group for ideas to answer the question posed above, "In what ways does this lesson reflect communicative ESL teaching?"

III. Small Group Discussion of Interim Task Assignment (60 minutes)

H-12 Participants will now work in small groups (4-6 people) to share and discuss the results of their interim task assignments (H-12).

> For the small group sharing of the interim task assignment, participants who teach the same level of students should sit together. (That is, teachers/volunteers working with beginning students should sit together, those working with intermediate students should sit together, those working with advanced students should sit together, and those working with multilevel classes should sit together.) Have participants form small groups of 4-6 people based on the level of student for whom they prepared and taught a lesson. To facilitate this grouping process, you may want to make table signs (BEGINNING, INTERMEDIATE, ADVANCED, MULTILEVEL) before the workshop begins and put them out at this point.

* "H" = "Handout," "T" = "Transparency"

H-15, T-10

After participants have grouped themselves according to level taught, direct their attention to H-15, "Communicative ESL Teaching: Small Group Sharing." Explain each step of the small group task detailed on H-15 and answer any questions. Distribute one copy of T-10 and one transparency pen to each group. *(If the total number of participants is very small, have each group choose <u>two</u> lessons to present to the large group.)*

Inform the groups that you will be available to provide assistance while they are working. Circulate among the groups, listening to the participants' sharing and offering assistance as necessary. It is a good practice to monitor the progress of the groups, moving them along and encouraging them to fill out their transparencies for the presentation to the large group.

> When ten minutes remain in the time allotted for completion of this activity, make an announcement to the large group. This will serve to keep the participants on task.

B R E A K (15 MINUTES)

IV. Small Group Presentations to the Large Group (40 minutes)

T-10 (Group-Made Trans-parencies)

Have one or two volunteers from each group come before the large group to present (via transparencies on the overhead projector) the lesson that their group has chosen to share with the large group. After each presentation, ask for comments and questions from the large group. These small group presentations should provide all participants with a variety of practical ESL lessons to take back to their classrooms.

> The amount of time you allot to each group's presentation(s) will depend upon the total number of small groups. For example, if there are five small groups, then each small group presentation (including comments and questions from the large group) can last eight full minutes; if there are eight groups, allow five minutes per presentation. That is, adjust the amount of time allotted for each small group presentation to the total number of small groups.

V. Reflection on the Workshop Process (15 minutes)

The purpose of this activity is to make participants aware of how the workshop activities from Sessions One and Two reflect the teaching sequence of effective lessons for adult learners. This reflection period also provides closure to the workshop.

TRAINERS' SUPPLEMENTS

T-11

Project T-11 on the overhead projector. Ask participants to reflect upon how the workshop activities (from both Sessions One and Two) correspond to these four phases of effective instruction. Elicit ideas from the large group and write their responses on T-11. (See the completed example on page 35.)

VI. Session Two Evaluation (5 minutes)

H-16

Direct participants' attention to H-16, the evaluation of Session Two. Ask participants to complete the evaluation.

REFLECTION ON THE WORKSHOP PROCESS

- PRESENTATION

-The theory of communicative ESL teaching was presented in Session One. This presentation drew on participants' own language learning experiences.
-The four phases of effective ESL lessons were presented (demonstrated) through a videotape of a beginning ESL class.

- PRACTICE

In Session One, participants practiced developing an ESL lesson together. This lesson reflected the four phases (presentation, practice, application, review/reteach) demonstrated on the videotape.

- APPLICATION

Participants applied what they learned in Session One by conducting an ESL communication needs assessment of their students at their home sites. They also planned, taught, and critiqued a lesson which addressed one of their students' communication needs.

- REVIEW/RETEACH

Session Two began with a review of communicative ESL teaching. Watching the videotape a second time gave participants the opportunity to reflect upon the characteristics of communicative ESL lessons.

SAMPLE FLYERS

AND

PARTICIPANT QUESTIONNAIRE

You Are Invited
to Participate in
A Two-Session Workshop on

COMMUNICATIVE ESL TEACHING

Participants will learn to:

1) Distinguish between structural and communicative approaches to language teaching.

2) Conduct an ESL communication needs assessment.

3) Develop and teach an ESL lesson based on one of their students' communication needs.

4) Critique and modify their lessons based on peer feedback and support.

Date of Session 1: _____ Time: _____

Date of Session 2: _____ Time: _____

Location: _____

Trainers: _____

Sponsors: _____

- - - -

COMMUNICATIVE ESL TEACHING WORKSHOP
PARTICIPANT QUESTIONNAIRE

If you plan to attend the workshop on Communicative ESL Teaching please complete this form and send it to the address at the right by _____.
(date)

Thank you! We look forward to seeing you at the workshop.

Name: _____ Phone: _____

Address: _____

School/Program: _____

1. What is your educational background? _____ Field _____

2. Are you teaching now? ☐ Yes ☐ No
   If yes, what is your position? Check all that apply:

   ☐ ESL Teacher

   ☐ ESL Tutor/Aide

   ☐ Administrator

   ☐ Volunteer

   ☐ Other: _____

3. Please indicate the number of years you have taught each of the groups listed below. (If you have taught for less than one year, write "1.")

   ☐ Adults

   ☐ High School/Junior High Students

   ☐ Elementary/Preschool Students

4. How long have you been involved with adult ESL instruction? _____

5. In which of the following settings do you currently teach? Check all that apply:

- ☐ Classroom
- ☐ One-on-One Tutoring
- ☐ Learning Laboratory/Language Laboratory
- ☐ Computer Laboratory
- ☐ Other: _____

6. What levels of ESL students do you work with? Check all that apply:

- ☐ nonliterate level
- ☐ beginning level
- ☐ intermediate level
- ☐ advanced level
- ☐ academic level
- ☐ some of my groups are multilevel
- ☐ all of my groups are multilevel

7. Have you received prior training in ESL methodology? Check all that apply:

- ☐ College courses in linguistics/second language acquisition/ESL teaching methods
- ☐ Workshops/Conferences on adult ESL instruction
- ☐ Credential program in elementary or secondary ESL/Bilingual Education
- ☐ Workshops/Conferences on elementary or secondary ESL/Bilingual Education
- ☐ Other: _____

REMINDER!

Session Two of
the Workshop on

COMMUNICATIVE ESL TEACHING

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Interim Task Assignment:
   - ESL Lesson Plan Sheets
   - ESL Lesson Critique
2. Materials from Session One

- - - -

HANDOUT MASTERS

COMMUNICATIVE ESL TEACHING: SESSION ONE

AGENDA

1. Introduction/Workshop Overview

2. Two Approaches to Language Teaching

   - Structural
   - Communicative

3. Assessing Learners' Communicative Needs

4. Designing Communicative ESL Lessons

   - A Model Plan
   - Video Demonstration
   - Development of a Typical Lesson

5. Interim Task Assignment

OBJECTIVES OF SESSIONS ONE AND TWO

Participants will be able to:

1. Distinguish between structural and communicative approaches to language teaching.
2. Conduct an ESL communication needs assessment.
3. Develop and teach an ESL lesson based on one of their students' communication needs.
4. Critique and modify their lessons based on peer feedback and support.

LANGUAGE LEARNING QUESTIONNAIRE

I. IN THE CLASSROOM

Have you studied a second or foreign language in a classroom setting? Think about *one* of your language learning experiences. Check YES or NO for each of the following:

	YES	NO
1. Grammar rules and patterns were stressed.	____	____
2. Communication was more important than correct grammatical form.	____	____
3. There was frequent translation practice.	____	____
4. There were frequent small group and/or pair activities to practice conversation.	____	____
5. The teacher dominated the class, speaking at least 80% of the time.	____	____
6. Students interacted in the second language at least 30% of the class time.	____	____
7. Students often read literature in the second language and answered comprehension questions.	____	____
8. Students practiced communication through real-life situations rather than through controlled drills and dialogues.	____	____

II. OUTSIDE OF THE CLASSROOM

Have you experienced second or foreign language learning outside of a classroom? Describe.

_____

_____

STRUCTURAL LANGUAGE TEACHING AND COMMUNICATIVE LANGUAGE TEACHING

	STRUCTURAL	COMMUNICATIVE
DEFINITION	• A traditional approach that considers grammatical structures and vocabulary items to be the primary focus of language instruction.	• A topical/functional approach that considers meaningful communication to be the primary focus of language instruction.
CHARACTERISTICS	• teacher centered • grammar based • abundant drill/translation practice • controlled, predictable learning	• student centered • communication based • abundant student → student interaction (pairs, small groups, whole class) • variable rate acquisition
OUTCOMES	• knowledge about the target language • ability to complete drills/ translations; ability to respond to structured questions in classroom (linguistic competence) • limited but readily measurable language learning	• oral proficiency in the target language • ability to communicate in real-life situations (communicative competence) • flexible acquisition rates varying with student interest and aptitude
METHODS	• Grammar Translation Method • Audio-Lingual Method	• Communicative Approach • Total Physical Response (TPR) • Direct Method

NOTE: Most learners benefit from an eclectic approach, i.e., a combination of structural and communicative approaches.

LANGUAGE TEACHING
Methods & Approaches*

STRUCTURAL	COMMUNICATIVE
Grammar Translation Method Focus: • memorization of grammar rules and vocabulary • reading and writing skills • literature in the target language Goal: to learn grammar rules and vocabulary; to be able to read in the target language	**Communicative Approach** Focus: • oral communication as primary skill • conversational ability more important than correct grammar • small group and pair activities Goal: to become communicatively competent; to be able to use the language appropriately
Audio-Lingual Method Focus: • repeated language patterns • grammar learned through sentence substitutions and dialogues • controlled spoken language Goal: to overlearn the target language in order to use it automatically	**Total Physical Response Approach** Focus: • listening comprehension as primary skill • physically active learning situations • language learning games Goal: to provide a low-stress means to communicative language learning
	Direct Method Focus: • speaking and listening as primary skills • use of actions and visual aids to clarify meaning (allows no translation) • no formal instruction of grammar Goal: to communicate and think in the target language

* For a detailed discussion see Larsen-Freeman, 1986.

COMMUNICATIVE COMPETENCE*

Communicative competence is the ability to communicate. Learners need to develop **all four areas** of communicative competence:

I. **LINGUISTIC COMPETENCE** involves mastery of the form of the language, including:
- grammar
- vocabulary
- pronunciation

It involves the correctness of form.

II. **SOCIOLINGUISTIC COMPETENCE** involves mastery of the social use of the language, including:
- setting (where?)
- participants (who?)
- topic (what?)
- purpose (why?)

It involes the appropriateness of social interactions.

III. **DISCOURSE COMPETENCE** involves the ability to combine ideas beyond the sentence level, including:
- oral presentation/speeches
- written texts

It involves the cohesion and coherence of ideas expressed.

IV. **STRATEGIC COMPETENCE** involves the ability to use learning strategies to overcome limitations in language knowledge. Strategies include:
- guessing intelligently
- asking for clarification
- using a circumlocution or synonym

It involves the negotiation of meaning. (For a detailed discussion see Oxford, 1990.)

Example: Anne (carrying a heavy box): Do you think you could open that door for me?

Maria (not moving to help): Yes, I do.

* Adapted from Canale and Swain (1980) and Canale (1983).

WHAT YOU NEED TO KNOW ABOUT YOUR STUDENTS

SUGGESTED MEANS OF GATHERING STUDENT INFORMATION

ESL NEEDS ASSESSMENT (SAMPLE 1)

(If necessary, assist students to complete the assessment)

Do you speak English here?

	Yes	No
- at work	____	____
- on the bus/train	____	____
- with friends	____	____
- with neighbors	____	____
- at the doctor's	____	____
- on the telephone	____	____
- in stores	____	____
- at your children's school	____	____

Do you <u>want to</u> speak <u>better</u> English here?

	Yes	No
- at work	____	____
- on the bus/train	____	____
- with friends	____	____
- with neighbors	____	____
- at the doctor's	____	____
- on the telephone	____	____
- in stores	____	____
- at your children's school	____	____

Other places where you speak English: _____

Can you read or write these in English?

	Yes	No
- checks	____	____
- bills	____	____
- ads in newspaper	____	____
- catalogues	____	____
- work notices	____	____
- report cards/school notes	____	____
- forms	____	____
- job applications	____	____

Do you <u>want to</u> read or write in English?

	Yes	No
- checks	____	____
- bills	____	____
- ads in newspaper	____	____
- catalogues	____	____
- work notices	____	____
- report cards/school notes	____	____
- forms	____	____
- job applications	____	____

Other things you read or write in English: _____

ESL NEEDS ASSESSMENT (SAMPLE 2)

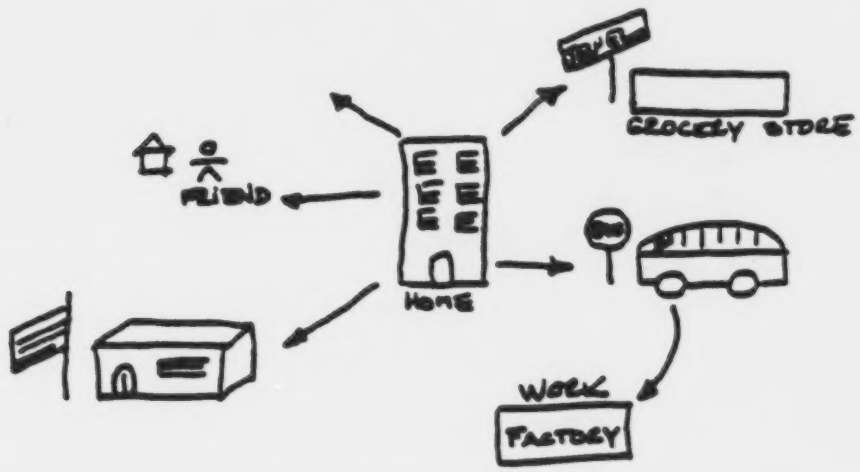
Assessing the Needs of Nonliterate or Semiliterate Students

1. Observe the community in which your students live. What signs do they see in the school building, on the street, in local stores, in their apartment buildings, at work? Create sight word vocabulary from these signs. Use community issues as a basis for discussion and use these discussions as a springboard for creating lessons.

2. What kinds of print materials are your students exposed to? Ask them to bring in shopping receipts, public aid checks, notes from school, grocery ads, and so on. Use these materials to plan lessons.

3. Ask your students to bring in forms they may need to fill out, i.e., job applications, mail order forms, school registration forms, and so on.

4. Ask your students to draw a map of their daily activities, for example:



Then ask them at which places they need to speak English.

ESL NEEDS ASSESSMENT (SAMPLE 3)

1. Name _____
2. Address _____
3. Age _____
4. Place of birth _____
5. Length of time in U.S. _____
6. Place you lived before arrival in U.S. _____
7. Native language _____
8. What other languages do you speak? _____
9. What other languages do you read? _____
10. Have you studied English before? ___ yes ___ no
11. If yes, when? _____ where? _____
12. Occupation in native country _____
13. Occupation in U.S. _____
14. What do you plan to do after you complete your ESL classes?

    ___ take adult basic education (ABE) classes

    ___ take general educational development (GED) classes

    ___ go to technical school

    ___ take college credit classes ___ Other: _____

15. In which areas do you have the most problems?

    ___ Listening ___ Basic Math Skills

    ___ Speaking ___ Other: _____

    ___ Reading _____ _____

    ___ Writing _____

COMMUNICATION NEEDS OF ESL STUDENTS

Instructions: With your group, discuss the communication needs of ESL students. Identify three frequent needs and three emergency needs. Identify the general topic and the specific function for each. Write them below.

I. FREQUENT NEEDS FOR ENGLISH:

Topic	Function
Example: Employment	Describing past work experience at a job interview.
1.	
2.	
3.	

II. EMERGENCY NEEDS FOR ENGLISH:

Topic	Function
Example: Fire	Calling 911 or the Fire Department and reporting a fire.
1.	
2.	
3.	

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION:		
SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☐ Listening:	☐ Vocabulary:	
☐ Speaking:		
☐ Reading:	☐ Grammar:	
☐ Writing:	☐ Pronunciation:	
Communication Strategies:		

ESL TEACHING SEQUENCE

(Warm-Up, Review)

I. PRESENTATION (ESTABLISH MEANING/PROVIDE COMPREHENSIBLE INPUT)

Through: Realia

Illustrations

Actions

Written Materials

Translation

Other: _____

_____

Check for Understanding Through: Following Directions

Oral Responses

II. PRACTICE
Teacher Directed

Through: Listening/Speaking Drills

Questions/Answers

TPR (Total Physical Response)

Other: _____

_____

On-Going Evaluation/Correction

ESL TEACHING SEQUENCE, Continued

III. APPLICATION (PURPOSEFUL STUDENT COMMUNICATION)
Student Initiated

Through: Role Play

Games

Community Assignments

Other: _____

_____

Evaluate Application Through: Supervised Activities

Student Self-Appraisals

Quizzes

IV. REVIEW, RETEACH

The ESL Teaching Sequence is an on-going process:

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION:		
SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☐ Listening:	☐ Vocabulary:	
☐ Speaking:		
☐ Reading:	☐ Grammar:	
☐ Writing:	☐ Pronunciation:	
Communication Strategies:		

ESL TEACHING SEQUENCE WORKSHEET

	MATERIALS
I. PRESENTATION	
II. PRACTICE	
III. APPLICATION	
IV. REVIEW, RETEACH	

INTERIM TASK ASSIGNMENT

To be completed for Session Two.

During the hiatus between Sessions One and Two, working with your own students, you will:

1) Assess your students' communication needs via a formal needs assessment. You may use one (or more) of the examples provided in Session One or you may devise your own assessment.

2) Choose one communicative function identified by the needs assessment. Complete the "ESL Lesson Plan: Content" and the "ESL Lesson Plan: Teaching Sequence" for that communicative function (lesson plan forms attached).

   Make sure your lesson has all four phases:

   - Presentation
   - Practice
   - Application
   - Review/Reteach

3) Teach the lesson. Record what went well, problems encountered, and suggestions for improving the lesson on the "ESL Lesson Critique" form (attached). Be prepared to report back to the group at Session Two.

Instructions for Volunteers/Tutors/Aides

If you work one-on-one with a student (or students), complete the above three steps with one student.

If you work in a classroom setting, discuss the task assignment with the classroom teacher. Complete the above three steps with one or more students, as negotiated with the teacher.

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION:		
SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☐ Listening:	☐ Vocabulary:	
☐ Speaking:		
☐ Reading:	☐ Grammar:	
☐ Writing:	☐ Pronunciation:	
Communication Strategies:		

ESL TEACHING SEQUENCE WORKSHEET

COMMUNICATIVE FUNCTION: _____

CLASS LEVEL: _____

	MATERIALS
I. PRESENTATION	
II. PRACTICE	
III. APPLICATION	
IV. REVIEW, RETEACH	

ESL LESSON CRITIQUE

Instructor's Name: _____ Class Level: _____

Date of Lesson: _____ Number of Students: _____

Lesson Title: _____

I. PRESENTATION

1. Did the techniques or materials used to establish the meaning of the basic vocabulary and/or concepts work well? Explain.

_____

_____

_____

2. Were any vocabulary items or concepts difficult to communicate? If so, give examples.

_____

_____

_____

3. List alternative or additional techniques and/or materials that could be used to establish the meaning of the target vocabulary or concepts.

_____

_____

_____

Continued

II. PRACTICE

1. Did any of the activities not work out well? Explain.

2. What parts of the practice were most effective?

3. Describe additional or alternative forms of practice that could be used.

III. APPLICATION

1. Did the presentation and practice phases of the lesson adequately prepare the students for the application activity? Explain.

2. Did the students understand what was expected of them?

3. Could the application activity have been improved? How?

4. Describe additional or alternative application activities that could be used.

SOME ACRONYMS TO KNOW

Acronyms abound in the area of second language learning. Some that you are sure to hear are listed and defined here.

EFL – English as a Foreign Language

This term refers to English instruction for persons who do not intend to live in an English-speaking country. EFL classes might be taught in the student's native country (such as English classes in Europe for businessmen involved in international commerce) or they might be taught in this country (for example, the ESOL Summer Institute of Florida State University in Tallahassee for ARAMCO employees from Saudi Arabia.)

ESL – English as a Second Language

This term applies to English instruction offered within an English-speaking country for persons who intend to remain there.

ESOL – English for Speakers of Other Languages

This term is sometimes used interchangeably with ESL. Others use it as an umbrella term to cover both ESL and EFL instruction.

TESOL – Teacher of English to Speakers of Other Languages

This is an international professional organization composed of ESL, EFL, and ESOL educators.

TOEFL – Test of English as a Foreign Language

This is a standardized test which is generally required of foreign students applying for admission to colleges and universities in the United States.

ESP – English for Specific Purposes

EST – English for Science and Technology

EAP – English for Academic Purposes

VESL – Vocational English as a Second Language

CALL – Computer-Assisted Language Learning

LEP – Limited English Proficiency

Adapted from: *Adult ESL Instruction: A Challenge and a Pleasure* by Dr. Lucy M. Guglielmino and Dr. Arthur W. Bumchter. Compiled and printed through grant #A54-06 to Florida Atlantic University under the provisions of Section 310 of the Adult Education Act.

REFERENCES

Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching* (Second Edition). Englewood Cliffs, NJ: Prentice Hall.

Byrne, Donn. 1986. *Teaching Oral English* (Second Edition). Essex: Longman.

Brumfit, Christopher J., and Keith Johnson, eds. 1979. *The Communicative Approach to Language Teaching.* Oxford: Oxford University Press.

Canale, M. 1983. "From Communicative Competence to Communicative Language Pedagogy." In J. Richards & R. Schmidt (Eds.), *Language and Communication.* London: Longman.

Canale, M., & Swain, M. 1980. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics,* 1, 1-47.

Guglielmino, L.M. 1991. *Adult ESL Instruction: A Sourcebook.* Glenview, IL: Scott, Foresman and Company.

Johnson, Keith, and Keith Morrow, eds. 1981. *Communication in the Classroom.* Essex: Longman.

Larsen-Freeman, Diane. 1986. *Techniques and Principles in Language Teaching.* New York: Oxford University Press.

Littlewood, William. 1981. *Communicative Language Teaching.* Cambridge: Cambridge University Press.

O'Malley, J. Michael and Anna Uhl Chamot. 1990. *Learning Strategies in Second Language Acquisition.* Cambridge: Cambridge University Press.

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know.* NY: Newbury House Publishers.

Savage, K. Lynn, Editor. 1992. *Teacher Training Through Video: Early Production.* White Plains, NY: Longman Publishing Group.

Savignon, S.J. 1983. *Communicative Competence: Theory and Classroom Practice.* Reading, MA: Addison-Wesley.

Widdowson, Henry G. 1979. *Teaching Language as Communication.* Oxford: Oxford University Press.

SESSION ONE EVALUATION

COMMUNICATIVE ESL TEACHING

Date: _____ Workshop Location: _____

1. What is your educational background? _____ Field: _____

2. What subject(s) do you teach?

   ___ Adult Basic Education

   ___ English as a Second Language

   ___ Other: _____

   ___ I am not teaching right now.

3. In which setting(s) do you teach?

   ___ Classroom

   ___ Individual Instruction

   ___ Other: _____

4. Please check the ONE statement that best describes how useful you found the workshop.

   ___ Very valuable; I plan on incorporating things I learned into my work with students.

   ___ Valuable; the workshop was a good review of things I already knew.

   ___ Somewhat valuable; I learned some things but I am not sure how I will be able to apply them.

   ___ Barely valuable; the information presented was not helpful to me.

   ___ A waste of time.

   ___ Other: _____

5. Below is a list of potential benefits of the workshop. Please check all that apply to you:

___ I better understand my students' communication needs.

___ I feel more confident in planning and teaching communicative ESL lessons.

___ I will use some of the lesson planning techniques and teaching methods I learned here.

___ I will share what I have learned with others.

___ I will read more about the topics we covered.

___ I will get together again with people I met here.

___ I will seek other opportunities for training.

6. Please rate the extent that you agree with each of the following statements. Circle ONE number for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The training facility was comfortable.	1	2	3	4
The trainers were well-prepared.	1	2	3	4
The trainers gave clear instructions.	1	2	3	4
The trainers were responsive to participants' needs.	1	2	3	4

7. What was most valuable to you about the workshop? _____

_____

8. What suggestions do you have for how the workshop might be improved?

_____

9. Please add any other comments. _____

COMMUNICATIVE ESL TEACHING: SESSION TWO

AGENDA

1. Introductions/Workshop Overview
2. Review of Session One:
   Communicative ESL Teaching
3. Small Group Sharing of Interim Task Assignment
4. Presentations to the Large Group
5. Reflection on the Workshop Process
6. Evaluation/Conclusion

OBJECTIVES OF SESSION ONE AND TWO

Participants will be able to:

1. Distinguish between structural and communicative approaches to language teaching.
2. Conduct an ESL communication needs assessment.
3. Develop and teach an ESL lesson based on one of their students' communication needs.
4. Critique and modify their lessons based on peer feedback and support.

COMMUNICATIVE ESL TEACHING

SMALL GROUP SHARING

I. Using the Interim Task Assignment Packet, each member of your group will:

A. Explain the communication needs assessment you conducted with your student(s).

B. Describe the steps of the lesson you designed.

C. Discuss any problems encountered. With your group, brainstorm possible solutions.

II. After all members of your group have finished Part I, complete the following:

Choose the one lesson discussed in the group sharing which best reflects the four phases of the ESL Teaching Sequence:

- Presentation
- Practice
- Application
- Review/Reteach

Have a volunteer briefly describe the lesson on an ESL Teaching Sequence Transparency. One or two volunteers from your group will present the lesson on a transparency to the large group.

SESSION TWO EVALUATION

COMMUNICATIVE ESL TEACHING

Date: _____ Workshop Location: _____

1. What is your educational background? _____ Field: _____

2. What subject(s) do you teach?

   ___ Adult Basic Education

   ___ English as a Second Language

   ___ Other: _____

   ___ I am not teaching right now.

3. In which setting(s) do you teach?

   ___ Classroom

   ___ Individual Instruction

   ___ Other: _____

4. Please check the ONE statement that best describes how useful you found the workshop.

   ___ Very valuable; I plan on incorporating things I learned into my work with students.

   ___ Valuable; the workshop was a good review of things I already knew.

   ___ Somewhat valuable; I learned some things but I am not sure how I will be able to apply them.

   ___ Barely valuable; the information presented was not helpful to me.

   ___ A waste of time.

   ___ Other: _____

5. Below is a list of potential benefits of the workshop. Please check all that apply to you:

___ I better understand my students' communication needs.

___ I feel more confident in planning and teaching communicative ESL lessons.

___ I will use some of the lesson planning techniques and teaching methods I learned here.

___ I will share what I have learned with others.

___ I will read more about the topics we covered.

___ I will get together again with people I met here.

___ I will seek other opportunities for training.

6. Please rate the extent that you agree with each of the following statements. Circle ONE number for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The training facility was comfortable.	1	2	3	4
The trainers were well-prepared.	1	2	3	4
The trainers gave clear instructions.	1	2	3	4
The trainers were responsive to participants' needs.	1	2	3	4

7. What was most valuable to you about the workshop? _____

_____

8. What suggestions do you have for how the workshop might be improved?

_____

9. Please add any other comments. _____

TRANSPARENCY MASTERS

STRUCTURAL LANGUAGE TEACHING AND COMMUNICATIVE LANGUAGE TEACHING

	STRUCTURAL	COMMUNICATIVE
DEFINITION	• A traditional approach that considers grammatical structures and vocabulary items to be the primary focus of language instruction.	• A topical/functional approach that considers meaningful communication to be the primary focus of language instruction.
CHARACTERISTICS	• teacher centered • grammar based • abundant drill/translation practice • controlled, predictable learning	• student centered • communication based • abundant student → student interaction (pairs, small groups, whole class) • variable rate acquisition
OUTCOMES	• <u>knowledge about</u> the target language • ability to complete drills/ translations; ability to respond to structured questions in classroom (linguistic competence) • limited but readily measurable language learning	• <u>oral proficiency</u> in the target language • ability to communicate in real-life situations (communicative competence) • flexible acquisition rates varying with student interest and aptitude
METHODS	• Grammar Translation Method • Audio-Lingual Method	• Communicative Approach • Total Physical Response (TPR) • Direct Method

NOTE: **Most learners benefit from an eclectic approach, i.e., a combination of structural and communicative approaches.**

COMMUNICATIVE COMPETENCE*

Communicative competence is the ability to communicate. Learners need to develop **all four areas** of communicative competence:

I. **LINGUISTIC COMPETENCE** involves mastery of the form of the language, including:
- grammar
- vocabulary
- pronunciation

It involves the correctness of form.

II. **SOCIOLINGUISTIC COMPETENCE** involves mastery of the social use of the language, including:
- setting (where?)
- participants (who?)
- topic (what?)
- purpose (why?)

It involes the appropriateness of social interactions.

III. **DISCOURSE COMPETENCE** involves the ability to combine ideas beyond the sentence level, including:
- oral presentation/speeches
- written texts

It involves the cohesion and coherence of ideas expressed.

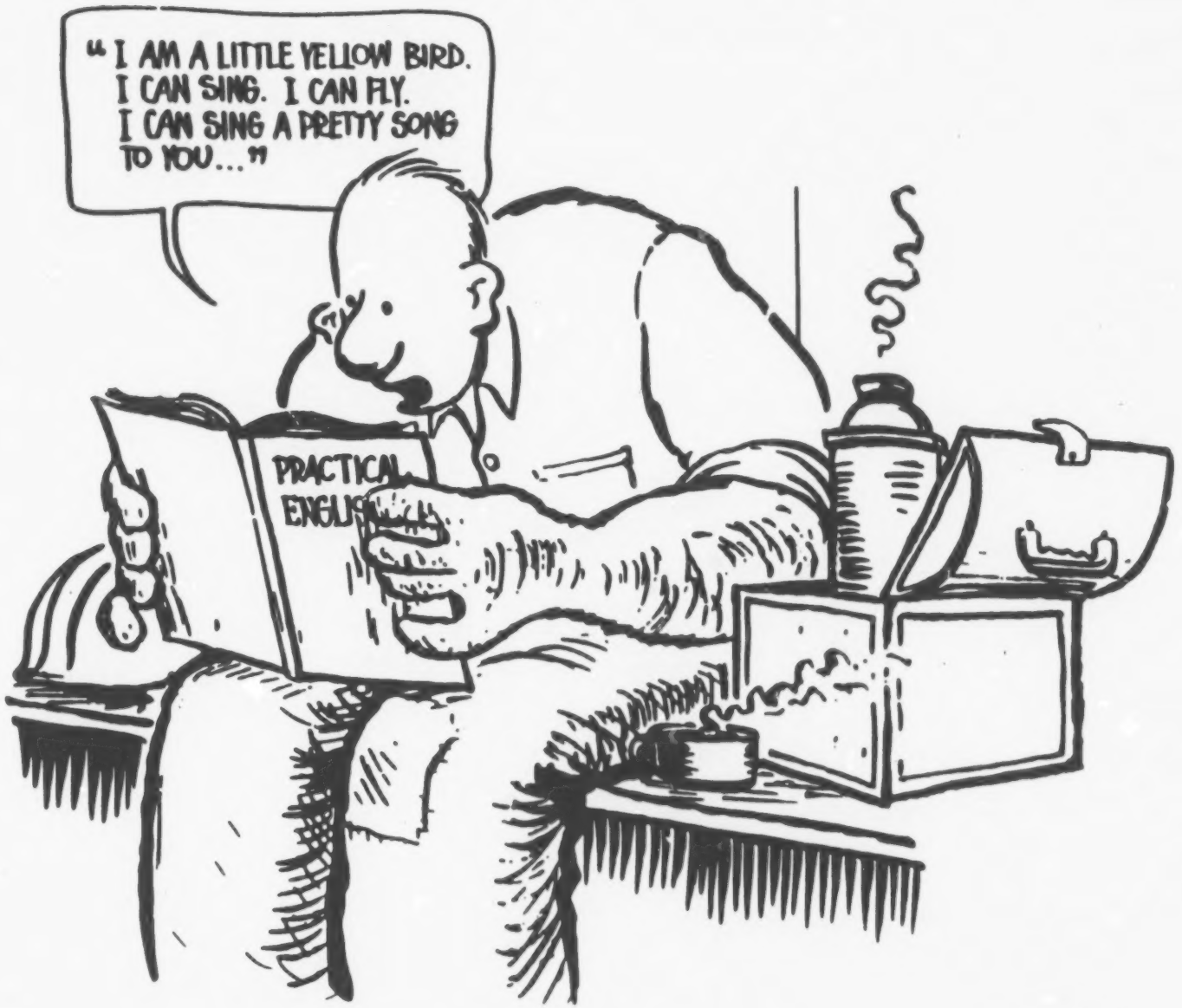
IV. **STRATEGIC COMPETENCE** involves the ability to use learning strategies to overcome limitations in language knowledge. Strategies include:
- guessing intelligently
- asking for clarification
- using a circumlocution or synonym

It involves the negotiation of meaning. (For a detailed discussion see Oxford, 1990.)

Example: Anne (carrying a heavy box): Do you think you could open that door for me?

Maria (not moving to help): Yes, I do.

* Adapted from Canale and Swain (1980) and Canale (1983).


"I AM A LITTLE YELLOW BIRD.
I CAN SING. I CAN FLY.
I CAN SING A PRETTY SONG
TO YOU..."
PRACTICAL

WHAT YOU NEED TO KNOW ABOUT YOUR STUDENTS

SUGGESTED MEANS OF GATHERING STUDENT INFORMATION

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION:		
SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☐ Listening:	☐ Vocabulary:	
☐ Speaking:		
☐ Reading:	☐ Grammar:	
☐ Writing:	☐ Pronunciation:	
Communication Strategies:		

ESL TEACHING SEQUENCE

(Warm-Up, Review)

I. PRESENTATION (ESTABLISH MEANING/PROVIDE COMPREHENSIBLE INPUT)

Through: Realia

Illustrations

Actions

Written Materials

Translation

Other: _____

_____

Check for Understanding Through: Following Directions

Oral Responses

II. PRACTICE
Teacher Directed

Through: Listening/Speaking Drills

Questions/Answers

TPR (Total Physical Response)

Other: _____

_____

On-Going Evaluation/Correction

ESL TEACHING SEQUENCE, Continued

III. APPLICATION (PURPOSEFUL STUDENT COMMUNICATION)
Student Initiated

Through: Role Play

Games

Community Assignments

Other: _____

_____

Evaluate Application Through: Supervised Activities

Student Self-Appraisals

Quizzes

IV. REVIEW, RETEACH

The ESL Teaching Sequence is an on-going process:

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION:

SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☐ Listening.	☐ Vocabulary:	
☐ Speaking:		
☐ Reading:	☐ Grammar:	
☐ Writing:	☐ Pronunciation:	

Communication Strategies:

ESL LESSON PLAN: CONTENT

COMMUNICATIVE FUNCTION:		
SKILL AREAS	SUPPORT SKILLS	MATERIALS (Realia/Teacher-Made/Commercial)
☐ Listening:	☐ Vocabulary:	
☐ Speaking:		
☐ Reading:	☐ Grammar:	
☐ Writing:	☐ Pronunciation:	
Communication Strategies:		

ESL TEACHING SEQUENCE WORKSHEET

	MATERIALS
I. PRESENTATION	
II. PRACTICE	
III. APPLICATION	
IV. REVIEW, RETEACH	

ESL TEACHING SEQUENCE WORKSHEET

COMMUNICATIVE FUNCTION: _____

CLASS LEVEL: _____

	MATERIALS
I. PRESENTATION	
II. PRACTICE	
III. APPLICATION	
IV. REVIEW, RETEACH	

REFLECTION ON THE WORKSHOP PROCESS

- PRESENTATION

- PRACTICE

- APPLICATION

- REVIEW/RETEACH

MULTILEVEL ESL CLASSES

NOTE TO TRAINERS: If the participant questionnaires indicate that a third or more of the participants are working PRIMARILY with multilevel ESL classes, you may choose to include as handouts the information on the next two pages. Participants working with multilevel ESL groups may choose to plan and teach a lesson following the organization plan on the second following page rather than a lesson following the plan included in the Interim Task Assignment Packet (Handout 12).

MULTILEVEL ESL CLASSES

A multilevel class is one in which students have a wide range of ability levels. Every ESL classes is to some extent a multilevel class. Even the most carefully assessed and assigned classes become multilevel over time as students make progress according to their individual abilities and aptitudes. There are also a number of other reasons for multilevel ESL classes:

Placement testing: Testing for student placement frequently targets only one skill area. For example, a written test may be given to place students into ESL classes — classes which include instruction in listening, speaking, reading, and writing. Since proficiency in reading/writing and listening/speaking are not necessarily correlated, the students in these classes will tend to have a wide range of listening and speaking skills.

It is also important to realize that many tests used for placement purposes are imperfect indicators of students' actual abilities.

Limited program resources: Funding considerations often determine the number and size of adult education classes. Because of limited funding and/or space, a given program may offer only one ESL class, creating classes with mixed ability levels.

Open enrollment: Many adult education programs have open enrollment policies and therefore accept students at any time during an instructional cycle. This results in an endless stream of new students, making many classes multilevel.

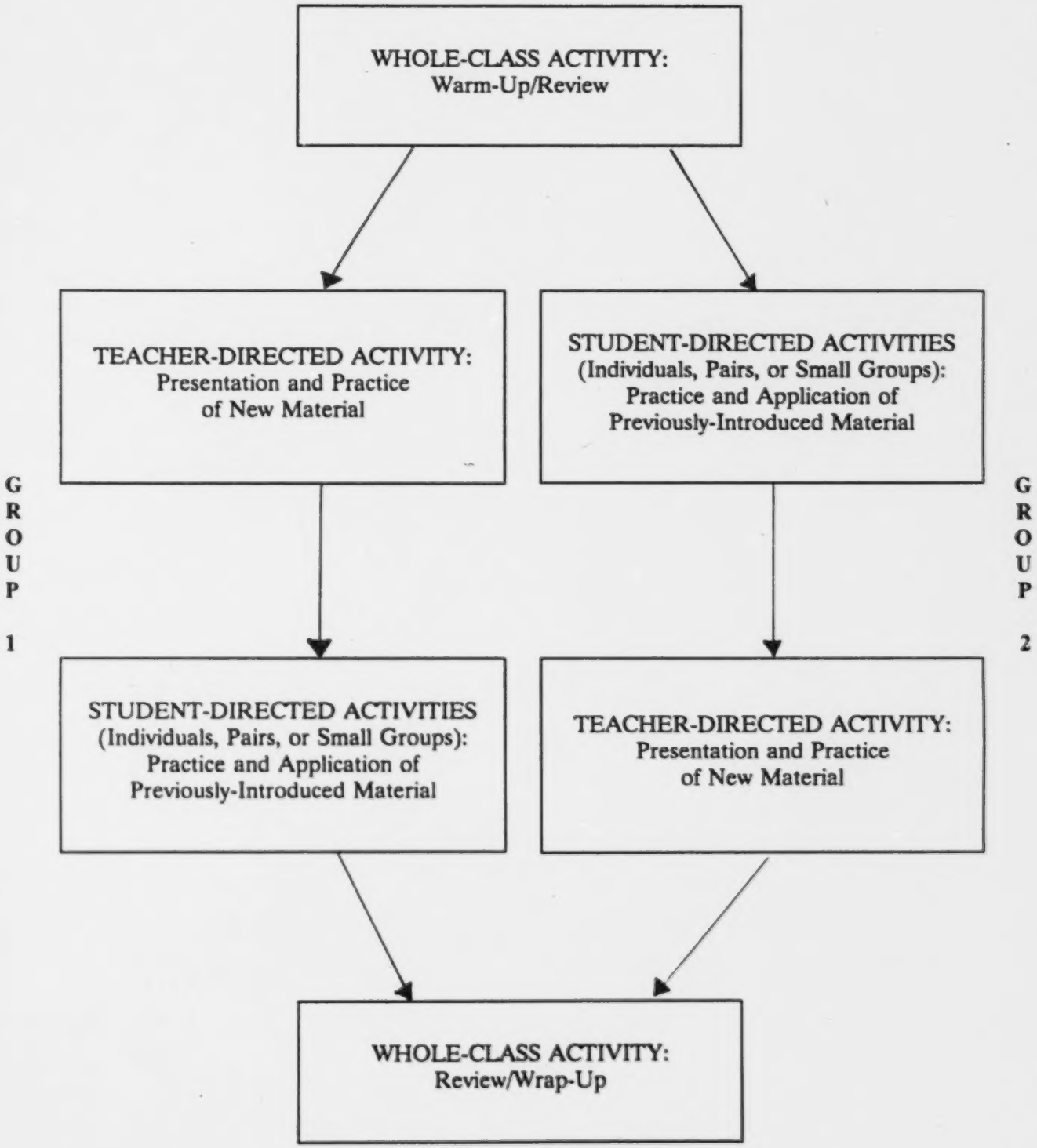
Students' personal lives: A variety of personal factors influence which classes students choose to attend. Such issues as transportation, child care, work schedules, and even friendships can cause students to enroll in one class (or school) over another. For these reasons, students sometimes choose to attend classes which are not suited to their ability levels.

It is important for teachers of multilevel classes to realize that they have little or no control over the four factors described above. While teaching a multilevel ESL class may seem overwhelming, the organization plan on the next page provides a workable way of managing multilevel instruction.

The teacher begins the class with a whole-class activity in which all students participate. Students then divide into ability groups. (This model illustrates *two* alternating groups; however, the plan can be adapted to accommodate *three* alternating groups.) The teacher works first with Group 1 while Group 2 is engaged in student-directed activities (either individually, in pairs, or in small groups). The teacher then moves to Group 2 to provide direct instruction while Group 1 works on student-directed activities. The class then concludes with another whole-class activity.

This model works especially well if a classroom aide is available. The role of the classroom aide is to monitor the student-directed activities as necessary, rather than to provide direct instruction.

ORGANIZATION PLAN FOR A MULTILEVEL CLASS



BACKGROUND READING

TESOL QUARTERLY, Vol 25, No 2, Summer 1991

Communicative Language Teaching: State of the Art

SANDRA J. SAVIGNON
University of Illinois at Urbana-Champaign

This paper looks briefly at the beginnings of what has come to be known as communicative language teaching (CLT), then discusses current issues and promising avenues of inquiry. The perspective is international. CLT is seen to be not a British, European, or U.S. phenomenon, but rather an international effort to respond to the needs of present-day language learners in many different contexts of learning.

Not long ago, when American structuralist linguistics and behaviorist psychology were the prevailing influences in language teaching methods and materials, second/foreign language teachers talked about communication in terms of language skills, seen to be four: listening, speaking, reading, and writing. These skill categories were widely accepted and provided a ready-made framework for methods manuals, learner course materials, and teacher education programs. They were collectively described as *active* skills, speaking and writing, and *passive* skills, reading and listening.

Today, listeners and readers are no longer regarded as passive. They are seen as active participants in the negotiation of meaning. Schemata, expectancies, and top-down/bottom-up processing are among the terms now used to capture the necessarily complex, interactive nature of this negotiation. Yet full and widespread understanding of communication as negotiation has been hindered by the terms that came to replace the earlier active/passive dichotomy. The skills needed to engage in speaking and writing activities were described subsequently as *productive*, whereas listening and reading skills were said to be *receptive*.

While certainly an improvement over the earlier active/passive representation, the terms productive and receptive fall short of capturing the interactive nature of communication. Lost in this productive/receptive, message sending/message receiving representation is the *collaborative* nature of meaning making. Meaning

appears fixed, rather, immutable, to be sent and received, not unlike a football in the hands of a team quarterback. The interest of a football game lies of course not in the football, but in the moves and strategies of the players as they fake, pass, and punt their way along the field. The interest of communication lies similarly in the moves and strategies of the participants. The terms that best represent the collaborative nature of what goes on are *interpretation, expression*, and *negotiation* of meaning. The communicative competence needed for participation includes not only grammatical competence, but pragmatic competence.

The inadequacy of a four skills model of language use is now recognized. And the shortcomings of audiolingual methodology are widely acknowledged. There is general acceptance of the complexity and interrelatedness of skills in both written and oral communication and of the need for learners to have the experience of communication, to participate in the negotiation of meaning. Newer, more comprehensive theories of language and language behavior have replaced those that looked for support to American structuralism and behaviorist psychology. The expanded, interactive view of language behavior they offer presents a number of challenges for teachers. Among them, how should form and function be integrated in an instructional sequence? What is an appropriate norm for learners? How is it determined? What is an error? And what, if anything, should be done when one occurs? How is language learning success to be measured? Acceptance of communicative criteria entails a commitment to address these admittedly complex issues.

Second language acquisition researchers face similar problems. Examination of the learning process from a communicative perspective has meant looking at language in context, analysis of learner expression and negotiation. Contrastive analysis (CA), the prediction of learner difficulties and potential sources of errors based on a contrastive analysis of two or more languages, seemed far more straightforward than do contemporary approaches to error analysis (EA), the analysis of learner language as an evolving, variable system. The focus of this analysis continues to broaden. An initial concern with sentence-level morphosyntactic features has expanded to include pragmatics, taking into account a host of cultural, gender, social, and other contextual variables. Researchers who confront the complexity of their task might well look back with nostalgia to an earlier time when the answers to improved language teaching seemed within reach.

106 By and large, however, the language teaching profession has responded well to the call for materials and programs to meet learner communicative needs. Theory building continues. Communicative competence has shown itself to be a robust and challenging concept for teachers, researchers, and program developers alike. Communicative language teaching (CLT) has become a term for methods and curricula that embrace both the goals *and* the processes of classroom learning, for teaching practice that views competence in terms of social interaction and looks to further language acquisition research to account for its development. A look in retrospect at the issues which have brought us to our present understanding of CLT will help to identify what appear to be promising avenues of inquiry in the years ahead.

THE BEGINNINGS OF COMMUNICATIVE LANGUAGE TEACHING

From its introduction into discussions of language and language learning in the early 1970s, the term *communicative competence* has prompted reflection. Fortunately for the survival of communicative competence as a useful concept, perhaps, the term has not lent itself to simple reduction, and with it the risk of becoming yet another slogan. Rather, it continues to represent a concept that attracts researchers and curriculum developers, offering a sturdy framework for integrating linguistic theory, research, and teaching practice.

Present understanding of CLT can be traced to concurrent developments on both sides of the Atlantic. In Europe, during the 1970s, the language needs of a rapidly increasing group of immigrants and guest workers, and a rich British linguistic tradition that included social as well as linguistic context in description of language behavior, led to the Council of Europe development of a syllabus for learners based on functional-notional concepts of language use. Derived from neo-Firthian systemic or functional linguistics that views language as meaning potential and maintains the centrality of context of situation in understanding language systems and how they work, a threshold level of language ability was described for each of the languages of Europe in terms of what learners should be able to *do* with the language (van Ek, 1975). Functions were based on assessment of learner needs and specified the end result, the *product* of an instructional program. The term *communicative* was used to describe programs that used a functional-notional syllabus based on needs assessment, and the language for specific purposes (LSP) movement was launched.

Concurrent development in Europe focused on the *process* of communicative classroom language learning. In Germany, for example, against a backdrop of social democratic concerns for 107

individual empowerment, articulated in the writings of contemporary philosopher Jürgen Habermas (1970, 1971), language teaching methodologists Candlin, Edelhoff, and Piepho, took the lead in the development of classroom materials that encouraged learner choice and increasing autonomy (Candlin, 1978). Their systematic collection of exercise types for communicatively oriented English teaching were used in teacher in-service courses and workshops to guide curriculum change. Exercises were designed to exploit the variety of social meanings contained within particular grammatical structures. A system of "chains" encouraged teachers and learners to define their own learning path through principled selection of relevant exercises. Similar exploratory projects were also being initiated by Candlin (1978) at his academic home, the University of Lancaster, England, and by Holec (1979) and his colleagues at the University of Nancy (CRAPEL), France.

Meanwhile, in the United States, Hymes (1971) had reacted to Chomsky's characterization of the linguistic competence of the ideal native speaker and proposed the term communicative competence to represent the use of language in social context, the observance of sociolinguistic norms of appropriacy. His concern with speech communities and the integration of language, communication, and culture was not unlike that of Firth and Halliday in the British linguistic tradition (see Halliday, 1978). Hymes' communicative competence may be seen as the equivalent of Halliday's meaning potential. Similarly, his focus was not language learning but language as social behavior. In subsequent interpretations of the significance of Hymes' views for learners, U.S. methodologists tended to focus on native-speaker cultural norms and the difficulty, if not impossibility, of authentically representing them in a classroom of nonnative speakers. In light of this difficulty, the appropriateness of communicative competence as an instructional goal was questioned (e.g., Paulston, 1974).

At the same time, in a research project at the University of Illinois, Savignon (1972) used the term *communicative competence* to characterize the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge. At a time when pattern practice and error avoidance were the rule in language teaching, this study of adult classroom acquisition of French looked at the effect of practice in the use of communication strategies as part of an instructional program. By encouraging students to ask for information, to seek clarification, to use circumlocution and whatever other linguistic and nonlinguistic resources they could muster to negotiate meaning, to stick to the communicative task at hand, teachers were invariably encouraging learners to take risks, to speak in other than memorized patterns. When test results were compared at the end of the 18-week, 5-hour-per-week program, learners who had practiced communication in lieu of laboratory pattern drills for one hour a week performed with no less accuracy on discrete-point tests of structure. On the other hand, their communicative competence as measured in terms of fluency, comprehensibility, effort, and amount of communication in a series of four unrehearsed communicative tasks significantly surpassed that of learners who had had no such practice. Learner reactions to the test formats lent further support to the view that even beginners respond well to activities that let them focus on meaning as opposed to formal features. (A related finding had to do with learner motivation. Motivation to learn French correlated, not with initial attitudes toward French speakers or the French language, but with success in the instructional program.)

A collection of role plays, games, and other communicative classroom activities were developed subsequently for inclusion in the U.S. adaptation of the French CREDIF materials, *Voix et Visages de la France* (Coulombe, Barré, Fostle, Poulin, & Savignon, 1974). The accompanying guide (Savignon, 1974) described their purpose as that of involving learners in the experience of communication. Teachers were encouraged to provide learners with the French equivalent of expressions like "What's the word for?" "Please repeat," "I don't understand," expressions that would help them to participate in the negotiation of meaning. Not unlike the efforts of Candlin and his colleagues working in a European EFL context, the focus was on classroom process and learner autonomy. The use of games, role plays, pair and other small-group activities has gained acceptance and is now widely recommended for inclusion in language teaching programs.

CLT thus can be seen to derive from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events. Central to CLT is the understanding of language learning as both an educational and a political issue. Language teaching is inextricably tied to language policy. Viewed from a multicultural intranational as well as international perspective, diverse sociopolitical contexts mandate not only a diverse set of language learning goals, but a diverse set of teaching strategies. Program design and implementation depend on negotiation between policy

makers, linguists, researchers, and teachers. And evaluation of program success requires a similar collaborative effort. The selection of methods and materials appropriate to both the goals *and* context of teaching begins with an analysis of both learner needs *and* styles of learning.

IMPLICATIONS FOR EXISTING PROGRAMS

In this connection, the implications of CLT for existing programs merit brief discussion. By definition, CLT puts the focus on the learner. Learner communicative needs provide a framework for elaborating program goals in terms of functional competence. This implies global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features. Controversy over appropriate language testing persists, and many a curricular innovation has been undone by failure to make corresponding changes in evaluation. The attraction for many of a multiple-choice test with single right answers that a machine can translate into a score is undeniable. Qualitative evaluation of written and oral expression is time-consuming and not so straightforward. Language programs are not alone in this respect. U.S. educators, in particular, continue to feel frustration at the domination of curricula by large-scale, standardized, multiple-choice tests. Teachers, under pressure to make their students do well on such tests, often devote valuable class time to teaching test-taking skills, drilling students on multiple-choice items about writing, for example, rather than allowing them practice in writing. Current efforts at educational reform include the recommendation to return to essay writing and other more holistic assessments of learner ability. Some programs have initiated portfolio assessment, the collection and evaluation of learner poems, reports, stories, and other projects, in an effort to better represent and encourage learner achievement.

Depending upon their own preparation and experience, teachers themselves differ in their reactions to CLT. Some feel understandable frustration at the seeming ambiguity in discussions of communicative ability. Negotiation of meaning is well and good, but this view of language behavior lacks precision and does not provide a universal scale for assessment of individual learners. Ability is viewed, rather, as variable and highly dependent upon context and purpose. Other teachers welcome the opportunity to select and/or develop their own materials, providing learners with a range of communicative tasks. And they are comfortable relying on more global, integrative judgments of learner progress.

An additional source of frustration for some teachers are second language acquisition research findings that show the route, if not the rate, of language acquisition to be largely unaffected by classroom instruction. (For a review of second language acquisition research, see Larsen-Freeman in this issue of the *TESOL Quarterly*.) First language cross-linguistic studies of developmental universals initiated in the 1970s were soon followed by second language studies. Acquisition, assessed on the basis of expression in unrehearsed, oral communicative contexts seemed to follow a similar morphosyntactic sequence regardless of learner age or context of learning. Structural practice of the "skill getting" variety was seen to have little influence on self expression, or "skill using." Although they served to bear out the informal observations of teachers, namely that textbook presentation and drill do not insure learner use of these same structures in their own spontaneous expression, the findings were nonetheless disconcerting. They contradicted both grammar-translation and audiolingual precepts that placed the burden of acquisition on teacher explanation of grammar and controlled practice with insistence on learner accuracy. They were further at odds with textbooks that promise "mastery" of "basic" French, English, Spanish, etc. Teacher rejection of research findings, renewed insistence on standardized tests, and even exclusive reliance on the learners' native or first language, where possible, to be sure they "get the grammar," have been in some cases reactions to the frustration of teaching for communication.

Moreover, the language acquisition research paradigm itself, with its emphasis on sentence-level grammatical features, has served to bolster a structural focus, obscuring pragmatic and sociolinguistic issues in language acquisition. In her discussion of the contexts of competence, Berns (1990) stresses that the definition of a communicative competence appropriate for learners requires an understanding of the sociocultural contexts of language use. In addition, the selection of a methodology appropriate to the attainment of communicative competence requires an understanding of sociocultural differences in styles of learning. Curricular innovation is best advanced by the development of local materials which, in turn, rests on the involvement of classroom teachers.

Numerous such regional projects have been documented. The English language activity types elaborated by Candlin and others for use in German classrooms (Candlin, 1978) are one example. The modular, thematic French units developed for use in Ontario, Canada public schools offer another example; they began with surveys of learners and involved teachers at all stages of revision

(Ullmann, 1987). The task types elaborated by Prabhu for use in teaching English in Bangalore, India (Prabhu, 1987) are a similar example. The national modern language curriculum revision project in Finland (Takala, 1984), and the revision of the English for academic purposes course offerings in the University of Michigan English Language Institute, to better meet the needs of a growing population of international faculty and students (Morley, in press), are but two of many other examples of successful substantive reforms that involved theorists and practitioners working together. These are illustrations not of language for specific purposes in the traditional sense of the term, but, rather, of communicative approaches that have resulted from task-related, project-centered collaboration between researchers, administrators, teachers, and curriculum developers. The benefits have been two-fold: Teams of researchers and practitioners with expertise in both linguistics *and* language teaching have made contributions to both language teaching *and* language acquisition research.

WHAT ABOUT GRAMMAR?

Discussions of CLT not infrequently lead to questions of grammatical or formal accuracy. The perceived displacement of attention to morphosyntactic features in learner expression in favor of a focus on meaning has led in some cases to the impression that grammar is not important, or that proponents of CLT favor learner self-expression without regard for form.

While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form. Communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning. In their carefully researched and widely cited paper proposing components of communicative competence, Canale and Swain (1980) did not suggest that grammar was unimportant. They sought rather to situate grammatical competence within a more broadly defined communicative competence. Similarly, the findings of the Savignon (1972) study did not suggest that teachers forsake the teaching of grammar. Rather, the replacement of language laboratory structure drills with meaning-focused self-expression was found to be a more effective way to develop communicative ability *with no loss of morphosyntactic accuracy*. And learner performance on tests of discrete morphosyntactic features was not a good predictor of their performance on a series of integrative communicative tasks.

The nature of the contribution to language development of both form-focused and meaning-focused classroom activity remains a question in ongoing research. The optimum combination of these activities in any given instructional setting depends no doubt on learner age, nature and length of instructional sequence, opportunities for language contact outside the classroom, teacher preparation, and other factors. However, for the development of communicative ability, research findings overwhelmingly support the *integration* of form-focused exercises with meaning-focused experience. Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Nor should explicit attention to form be perceived as limited to sentence-level morphosyntactic features. Broader features of discourse, sociolinguistic rules of appropriacy, and communication strategies themselves may be included. (For further discussion and illustration, see Savignon, 1983).

In an effort to represent a distinction between meaning and form in oral expression, some methodologists have made use of the terms *fluency* and *accuracy*. This dichotomy is misleading, however, on at least two counts. It suggests that the form of a message is somehow unrelated to its meaning, and then implicitly proposes an absolute grammatical norm for learners. Accuracy in this instance is measured in terms of discrete features of phonology, morphology, and syntax, and thus fails to take into account the context-relevant, collaborative nature of self-expression. Fluency, on the other hand, suggests speed or ease of self-expression, which may or may not enhance communicative effectiveness.

PROMISING AVENUES OF INQUIRY

Turning now to promising avenues of inquiry in the years ahead, numerous sociolinguistic issues await attention. Variation in the speech community and its relationship to language change are central to sociolinguistic inquiry. Sociolinguistic perspectives on variability and change highlight the folly of describing native-speaker competence, let alone nonnative-speaker competence, in terms of "mastery" or "command" of a system. All language systems show instability and variation. Learner language systems show even greater instability and variability in terms of both the amount and rate of change. Sociolinguistic concerns with identity and accommodation help to explain the construction by bilinguals of a "variation space" which is different from that of a native speaker. It may include retention of any number of features of a previously acquired system of phonology, syntax, discourse, communication

strategies, and so on. The phenomenon may be individual or, in those settings where there is a community of learners, general.

In response to a homework question which asked whether retention of a native accent was an example of communicative competence, a native French speaker wrote "Yes. A friend of mine who has been in the U.S. now for several years says he has kept his French accent because he noticed that women like it." His observation parallels those of sociolinguists who have documented the role of noncognitive factors such as motivation and self-identity in first language acquisition (e.g., Hymes, 1971). Self-identity is central to differential competence and the heterogeneity of speech communities. To assume that sheer quantity of exposure shapes children's speech is simplistic. Identification and motivation are what matter. Similarly, in second language acquisition, learner identification and motivation interact with opportunities and contexts of language use to influence the development of competence. In classrooms, which, as social contexts, provide settings for symbolic variation, nonnative-like features may be maintained to exhibit "learner" status (Preston, 1989).

Sociolinguistic perspectives have been important in understanding the implications of norm, appropriacy, and variability for CLT and continue to suggest avenues of inquiry for further research and materials development. Use of authentic language data has underscored the importance of context—setting, roles, genre, etc.—in interpreting the meaning of a text. A range of both oral and written *texts in context* provides learners with a variety of language experiences, experiences they need to construct their own "variation space," to make determinations of appropriacy in their own expression of meaning. *Competent* in this instance is not necessarily synonymous with *native-like*. Negotiation in CLT highlights the need for cross-linguistic, that is, *cross-cultural*, awareness on the part of all involved. Better understanding of the strategies used in the negotiation of meaning offers a potential for improving classroom practice of the needed skills.

Along with other sociolinguistic issues in language acquisition, the classroom itself as a social context for learning has been neglected. Classroom language learning was the focus of a number of research studies in the 1960s and early 1970s (e.g., Scherer & Wertheimer, 1964; Savignon, 1972; Smith, 1970). However, language classrooms were not a major interest of the second language acquisition (SLA) research that rapidly gathered momentum in the years that followed. The full range of variables present in educational settings was an obvious deterrent. Other difficulties included the lack of well-defined classroom processes to serve as variables and lack of

agreement as to what constituted learning success. Confusion of form-focused drill with meaning-focused communication persisted in many of the textbook exercises and language test prototypes that directly or indirectly shaped curricula. Not surprisingly, researchers eager to establish SLA as a worthy field of inquiry turned their attention to more narrow, quantitative studies of the acquisition of selected morphosyntactic features.

With the realization that SLA research findings to date, while of value, do not begin to address the larger issues of language development, attention once again has turned to the classroom. The year 1988 alone saw the publication of at least five books on the topic of classroom language learning (Allwright, 1988; Chaudron, 1988; Ellis, 1988; Peck, 1988; van Lier, 1988). A recent initiative, supportive of CLT, is the analysis of activity or task-based curricula. Researchers are looking at classroom language events, breaking them down into units of analysis with a view to establishing a typology of tasks that teachers frequently use. Since tasks determine the opportunities for language use, for the interpretation, expression, and negotiation of meaning, their systematic description constitutes the first step in establishing a relationship between task and learning outcomes. No researcher today would dispute that language learning results from participation in communicative events. Despite any claims to the contrary, however, the nature of this learning remains undefined.

An early study of foreign language teacher talk was conducted by Guthrie (1984) who found persistent form/meaning focus confusion even when teachers felt they were providing an optimal classroom acquisition environment by speaking only in the language being learned. Transcriptions of teacher/learner dialogue revealed the unnaturalness, that is, incoherence, of much of the discourse. There have been similar reports with respect to ESL teaching in both the United States and Britain. A 1987 study by Nunan suggests that even when teachers are committed to the concept of a communicative approach, opportunities for genuine communicative interaction may be rare. Even when all lessons ostensibly focus on functional aspects of language use, patterns of classroom interaction provide little genuine communication between teacher and learner or, for that matter, between learner and learner.

A study by Kinginger (1990; see also Kinginger & Savignon, 1991) has examined the nature of learner/learner talk associated with a variety of task types involving small-group or pair work. Conversations representing four distinct task types were observed in two different college-level French programs. The conversations were examined with respect to (a) turn-taking and topic

management, with generalizations regarding the degree of learner participation and initiative, and (b) negotiation and repair strategies. Data showed that when learners are constrained by formal considerations or provided with a structure-embedded "text" as a basis for "conversation," their talk had many of the same characteristics as form-focused teacher talk. Analyses of the interactions resulting from other, meaning-focused task types showed them to differ with respect to both quality and quantity of language use. They included examples of ways in which communicative experience can be provided in classroom settings.

Classroom teacher talk and opportunities for learner self-expression are but two features of classroom learning. Broader issues of teacher understanding, preparation, and practice await exploration. Contexts of teaching vary widely. Community attitudes, use and/or perceived usefulness of the language being taught, and differences and similarities with respect to previously learned languages are among the more obvious variables. In these respects, the experience of a teacher of English in San Juan clearly differs from that of a teacher in Osaka, Cairo, or Bonn. And these experiences differ, in turn, from those of teachers in Sydney, Houston, or Bath. But while considerable attention has been directed to *linguistic* variables in contexts of teaching as well as to comparative/contrastive analyses of languages themselves, surprisingly little systematic inquiry has been conducted into the instructional perceptions and practices of teachers themselves. In our efforts to improve language teaching, we have overlooked the language teacher.

A study of Kleinsasser (1989; see also Kleinsasser & Savignon, in press), based on classroom observations and conversations with foreign language teachers in U.S. secondary schools, identified two distinct technical cultures in operation. One technical culture is uncertain and routine. Teachers are uncertain about their ability to promote learning, but routine or predictable in their day-to-day approach to teaching. The other culture is certain and nonroutine. Teachers are confident that learners will learn and tend to support variety and innovation in their instructional practice. Among the other characteristics of certain/nonroutine cultures are discussion and collaboration among teachers. In contrast, heavy reliance on the textbook and nonexistent or infrequent opportunities for spontaneous, communicative language interaction are classroom characteristics of those teachers with an uncertain and routine culture. Discussions with colleagues related to instructional matters are infrequent or nonexistent.

The broader cultural environment is a potential factor in influencing the technical culture of an individual school or other instructional setting. Replication of the Kleinsasser study in other contexts, not only on different levels of instruction within the U.S. but around the world, would serve to clarify and perhaps expand the range of factors that merit inclusion. As new approaches to language teaching are elaborated, exploration of the technical cultures operating in instructional settings, of teachers' perceptions of what they do and why they do it, holds promise for understanding the frequently noted discrepancies between theoretical understanding of second/foreign language acquisition and classroom practice. Innovation in teaching methods and materials is most likely to occur in cultures that are certain and nonroutine.

CONCLUSION

We have much yet to learn about the nature of language and language development. The quest for principles and parameters has only just begun. Yet few would deny that our understanding of the collaborative nature of meaning making is far richer today than it was a quarter of a century ago. The study of language, that is, linguistics, continues to broaden. As questions of situated language use continue to be raised, specially trained ethnographers have come to replace the native speakers who were once the authorities on how language worked. And applied linguistics has emerged as a young and dynamic field of inquiry.

Drawing on current understanding of language use as social behavior, purposeful, and always in context, proponents of communicative language teaching offer a view of the language learner as a partner in learning; they encourage learner participation in communicative events and self-assessment of progress. In keeping with second language acquisition theory, methodologists advise learners to take communicative risks and to focus on the development of learning strategies. A tradition of abstraction in linguistic inquiry has contributed to the neglect of social context in both language teaching and language acquisition research, hindering understanding and acceptance of communicative competence as a goal for learners. When language use is viewed as social behavior, learner identity and motivation are seen to interact with language status, use, and contexts of learning to influence the development of competence. The description and explanation of the differential competence that invariably results must include an account of this interaction.

Valued as are the reasoned proposals of linguists, applied linguists, and second/foreign language teaching methodologists, however, exploration of the potential of communicative language

teaching cannot proceed without the involvement of classroom teachers. The constraints of language classrooms are real. Tradition, learner attitudes, teacher preparation and expectations, and the instructional environment in general all contribute to and support teachers' technical cultures. Recommendations for methods and materials must take into account this reality. For them to do so, researchers, curriculum developers, and teachers will have to work together. Teamwork between linguists, methodologists and classroom teachers offers the best hope for the elaboration and diffusion of language teaching methods and materials that work, that encourage and support learners in the development of their communicative competence.

In this connection, the full potential of content-based and task-based curricula remains to be exploited. Through the variety of language activities that they can offer, content-based and task-based programs are ideally suited to a focus on communication, to the development of needed language skills through the interpretation, expression, and negotiation of meaning. As interest in communicative language teaching grows, more traditional programs will undoubtedly find ways to involve both learners and teachers in the definition of goals and the selection of meaning-focused interpretive and expressive tasks designed to meet those goals. Focus on form will then be related to these communicative experiences.

The opportunity for professional growth has never been greater. Current demand around the world for quality programs and language professionals to design and staff them offers unprecedented opportunities for research initiatives. Responding to this demand will require teamwork, a sharing of perspectives and insights. Researchers need to look to teachers to define researchable questions. Teachers, in turn, need to participate in the interpretation of findings for materials and classroom practice. Elaboration of appropriate methods and materials for a particular language teaching program will result only from the cooperation of all concerned. ■

THE AUTHOR

Sandra J. Savignon is Professor of French and of English as an International Language at the University of Illinois at Urbana-Champaign, where she is also director of the multidisciplinary doctoral program in Second Language Acquisition and Teacher Education (SLATE). She is the founding editor of the Addison-Wesley Second Language Professional Library and has served on the editorial boards of *Studies in Second Language Acquisition* and the *Canadian Modern Language Review*. She is currently Vice-President/President Elect of the American Association for Applied Linguistics. Dr. Savignon lectures frequently and has offered seminars for language teachers throughout the U.S., in Canada, South America, Europe, and Asia. She was Distinguished Professor at the 1990 TESOL Summer Institute.

REFERENCES

Allwright, D. (1988). *Observation in the language classroom*. London: Longman.

Berns, M. S. (1990). *Contexts of competence: Social and cultural considerations in communicative language teaching*. New York: Plenum.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1-47.

Candlin, C. (1978). *Teaching of English: Principles and an exercise typology*. London: Langenscheidt-Longman.

Chaudron, C. (1988). *Second language classrooms: Research on teaching and learning*. New York: Cambridge University Press.

Coulombe, R., Barré, J., Fostle, C., Poulin, N., & Savignon, S. (1974). *Voix et visages de la France: Level 1*. Chicago: Rand-McNally.

Ellis, R. 1988. *Classroom second language development*. New York: Prentice Hall.

Guthrie, E. (1984). Intake, communication, and second language teaching. In S. J. Savignon & M. S. Berns (Eds.), *Initiatives in communicative language teaching* (pp. 35-54). Reading, MA: Addison-Wesley.

Habermas, J. (1970). Toward a theory of communicative competence. *Inquiry, 13*, 360-375.

Habermas, J. (1971). Vorbereitende Bemerkungen zu einer Theorie der Kommunikative Kompetenz (pp. 101-141). In N. Lishman (Ed.), *Theorie der Gesellschaft oder Sozialtechnologie*. Frankfurt: Suhrkamp. 101-141.

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Baltimore: University Park Press.

Holec, H. (1979). *Autonomy and foreign language learning*. Strasbourg: Council of Europe.

Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley & E. Ingram (Eds.), *Language acquisition: Models and methods*. London: Academic Press.

Kinginger, C. (1990). *Task variation and classroom learner discourse*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

Kinginger, C. & Savignon, S. J. (1991). Four conversations: Task variation and learner discourse. In C. Faltis & M. McGroarty (Eds.), *Language in school and society: Policy and pedagogy* (pp. 85-106). New York: Mouton de Gruyter.

Kleinsasser, R. (1990). *Foreign language teaching: A tale of two technical cultures*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

Kleinsasser, R., & Savignon, S. J. (in press). Linguistics, language pedagogy, and teachers' technical cultures. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1991*. Washington, DC: Georgetown University Press.

Morley, J. (in press). Perspectives on English for academic purposes. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1991*. Washington, DC: Georgetown University Press.

Nunan, D. (1987). Communicative language teaching: Making it work. *E.L.T Journal, 41*(2), 136-145.

Paulston, C. B. (1974). Linguistic and communicative competence. *TESOL Quarterly, 8*(2), 347-362.

Peck, A. (1988). *Language teachers at work*. New York: Prentice Hall.

Preston, D. R. (1989). *Sociolinguistics and second language acquisition*. Oxford: Basil Blackwell.

Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.

Savignon, S. J. (1972). *Communicative competence: An experiment in foreign language teaching*. Philadelphia: Center for Curriculum Development.

Savignon, S. J. (1974). Teaching for communication. In R. Coulombe, R. J. Barré, C. Fostle, N. Poulin, & S. Savignon, *Voix et visages de la France: Level 1* (Teachers' Guide). Chicago: Rand McNally. (Reprinted in *English Teaching Forum, 1978, 16*[2], 2-5, 9)

Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice*. Reading, MA: Addison-Wesley.

Scherer, G., & Wertheimer, M. (1964). *A psycholinguistic experiment in foreign language teaching*. New York: McGraw-Hill.

Smith, P. D. (1970). *A comparison of the cognitive and audiolingual approaches to foreign language instruction: The Pennsylvania foreign language project*. Philadelphia: Center for Curriculum Development.

Takala, S. (1984). Contextual considerations in communicative language teaching. In S. J. Savignon & M. S. Berns (Eds.), *Initiatives in communicative language teaching* (pp. 23-34). Reading, MA: Addison-Wesley.

Ullmann, R. (1987). The Ontario experience: A modular approach to second language teaching and learning. In S. J. Savignon & M. S. Berns (Eds.), *Initiatives in communicative language teaching II* (pp. 57-81). Reading, MA: Addison-Wesley.

van Ek, J., (Ed.). (1975). *Systems development in adult language learning: The threshold level in a European unit credit system for modern language learning by adults*. Strasbourg: Council of Europe.

van Lier, Leo. (1988). *The classroom and the language learner: Ethnography and second language classroom research*. London: Longman.

Kinginger, C. (1990). *Task variation and classroom learner discourse*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

Kinginger, C. & Savignon, S. J. (1991). Four conversations: Task variation and learner discourse. In C. Faltis & M. McGroarty (Eds.), *Language in school and society: Policy and pedagogy* (pp. 85-106). New York: Mouton de Gruyter.

Kleinsasser, R. (1989). *Foreign language teaching: A tale of two technical cultures*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

Kleinsasser, R., & Savignon, S. J. (in press). Linguistics, language pedagogy, and teachers' technical cultures. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1991*. Washington, DC: Georgetown University Press.

Morley, J. (in press). Perspectives on English for academic purposes. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1991*. Washington, DC: Georgetown University Press.

Nunan, D. (1987). Communicative language teaching: Making it work. *ELT Journal, 41*(2), 136-145.

Paulston, C. B. (1974). Linguistic and communicative competence. *TESOL Quarterly, 8*(2), 347-362.

Peck, A. (1988). *Language teachers at work*. New York: Prentice Hall.

Preston, D. R. (1989). *Sociolinguistics and second language acquisition*. Oxford: Basil Blackwell.

Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.

Savignon, S. J. (1972). *Communicative competence: An experiment in foreign language teaching*. Philadelphia: Center for Curriculum Development.

Savignon, S. J. (1974). Teaching for communication. In R. Coulombe, R. J. Barré, C. Fostle, N. Poulin, & S. Savignon, *Voix et visages de la France: Level 1* (Teachers' Guide). Chicago: Rand McNally. (Reprinted in *English Teaching Forum, 1978, 16*[2], 2-5, 9)

Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice*. Reading, MA: Addison-Wesley.

Scherer, G., & Wertheimer, M. (1964). *A psycholinguistic experiment in foreign language teaching*. New York: McGraw-Hill.

Smith, P. D. (1970). *A comparison of the cognitive and audiolingual approaches to foreign language instruction: The Pennsylvania foreign language project*. Philadelphia: Center for Curriculum Development.

Takala, S. (1984). Contextual considerations in communicative language teaching. In S. J. Savignon & M. S. Berns (Eds.), *Initiatives in communicative language teaching* (pp. 23-34). Reading, MA: Addison-Wesley.

Ullmann, R. (1987). The Ontario experience: A modular approach to second language teaching and learning. In S. J. Savignon & M. S. Berns (Eds.), *Initiatives in communicative language teaching II* (pp. 57-81). Reading, MA: Addison-Wesley.

van Ek, J., (Ed.). (1975). *Systems development in adult language learning: The threshold level in a European unit credit system for modern language learning by adults*. Strasbourg: Council of Europe.

van Lier, Leo. (1988). *The classroom and the language learner: Ethnography and second language classroom research*. London: Longman.